



# THE Nation's Schools

#### JULY

Three Views on Schools of Tomorrow What Candidates, Boards Discuss in Interviews It's Time for a Break-Through in Secondary Education **British Prototype for High Schools** Students and Teachers Profit From Summer Program **Fingerprinting of School Employes** 



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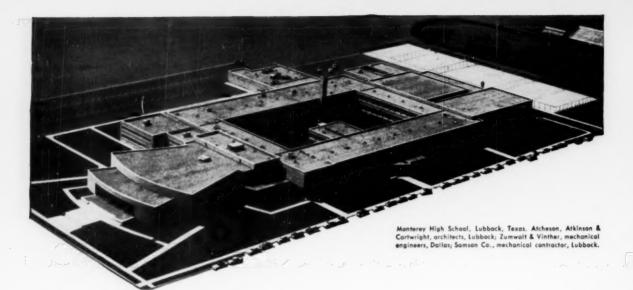




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# THE Nation's Schools

JULY 1959

Vol. 64 No. 1

#### THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

Articles in this issue

#### It's Time for a Break-Through

In various ways, including teaching methods, secondary education is still in the horse-and-buggy stage. For a new level of opportunity in education, we must 

#### What Candidates, Boards Discuss in Interviews RICHARD A. SIGGELKOW

Candidates for a superintendency will profit by considering key areas of discussion and preparing their answers accordingly. The author's survey of nearly 50 interviews reveals some over-emphasized and some neglected topics .......46

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The historic opening of the St. Lawrence Seaway which provides new opportunities for trade in industry and agriculture has also opened some new concepts 

#### Students, Teachers Profit From Summer Program TED F. VAN BUREN

A summer schedule that offers more than makeup work, plus a teachers' curriculum workshop, pays high dividends for this Washington community. One-fourth of the high school students enrolled last summer-many for the advanced non-

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#### THE Nation'S Schools

#### SCHOOLHOUSE PLANNING

#### **Prototype for British Schools**

New schools are being opened in Britain at the rate of 10 a week. St. Crispin's secondary school in Wokingham was opened in 1953; its design is still being used as the model for many being built today.

#### Old Blends With New

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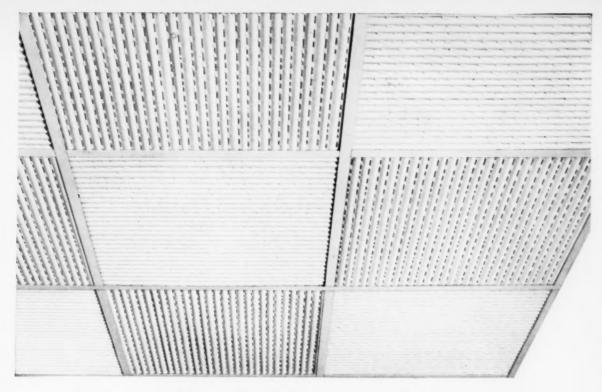
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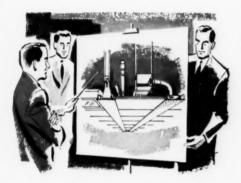
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# THE ADMINISTRATOR'S CINC

Our theorists reach Cloud 17... Administrative council for each state... Reserve funds for school construction

By CALVIN GRIEDER, professor of school administration, University of Colorado

How firm a foundation? Perhaps the rampant interest in theory that has captivated the professors of school administration is a sign of the ripening maturity of this professional field. It is held by scholars in all professions that a firm foundation of theory is essential. Big increases have been registered in the number of articles and research reports related to theory and some books have also appeared. Much of this activity stems from the C.P.E.A.

This is good, I'm sure most of us would agree, and even better if the theoreticians can keep their feet on the ground. Some of their efforts, however, are reminiscent of the magical qualities of Paleolithic higher education so well described by J. Abner Peddiwell, Ph.D., in "The Sabre-Tooth Curriculum." In some learned circles it has become de rigueur to lard your conversation with tridimensional concepts, perceptions, taxonomies and the like.

Or phrases like these: "traditionalistic, charismatic forms of authority," "the spirit in which the paradigm is proposed — solely for heuristic purposes..."

Some magical values must reside in studies represented by such titles as:

"Intra-Occupational Prestige Differentiation: the School Superintendency"; "Developing a Concept of the Dimensions of Man"; "Philosophic-Mindedness in Educational Administration"; "How Do You Develop a Feeling of Groupness in a Class of Prospective Administrators?" (One good way I know of is to make available an abundant supply of spirits.)

For every state: a council of administration. In discussing with friends my argument in last month's Clinic that each administrative group — superintendents, elementary school principals, secondary school principals, and junior college heads — should keep its

own identity, I ran into some criticism. The gist of it was that members of all these groups are working for the same objectives in general. All are in educational administration and they can profit more from being members of one administrators' organization than from being segregated.

I have no trouble agreeing in part with these views. But the interests of these various types of administrators are not in all respects the same. What I would like to see is an organization for each group for the furtherance of its own interests. Then to serve common interests and as a clearinghouse for all these organizations, a Council of Administration should be formed in each state.

The executive boards and a few specially elected members from each member organization would be my choice for the constitution of this council. Such a group would be small enough to get some work done.

Let's resurrect the "reserve fund." While I am on the subject of theory, I would like to call up from Limbo a financial procedure that hardly anybody gives a passing thought to now-adays: reserve funds for schoolhouse construction.

Never very popular as a method of financing construction, reserve funds have been either directly or indirectly outlawed in most states. Furthermore, the swelling enrollments of the last 15 years have caused an almost complete preoccupation with providing facilities to keep as nearly as possible in step. There has been no time, energy or money left, apparently, for even the moderately long-range planning (10 to 20 years) usually associated with reserve fund operations. And the inordinate requirements for construction money have discouraged consideration of fund accumulation for future projects.

Public education is going to be with us, probably, for a great many years. And it looks as if school enrollment is going to boom right along for at least 30 to 40 years. The children born in the middle Forties will soon be having their children. When you think that soon some 4 million kids will be coming to the child producing stage each year for x number of years, the boom takes on the appearance of a permanent condition. So why not accept it as normal and get over the emergency, stop-gap psychology that has bemused us?

The reserve fund is the most economical method of financing construction, surpassing even the pay-as-yougo method, which is enjoying a slight recovery of popularity. In a pay-as-you-go program no interest is paid on construction projects, which reduces the total outlay substantially; but in the reserve fund plan the school district's building money actually earns interest.

Mismanagement of reserve funds some decades ago is one reason that reserve funds have been prohibited. The interests of investors may also have had quite a bit to do with this, for school bonds have long been respected as very good investments.

Now, however, tremendous reserve funds have been accumulated and continue to grow hugely in every state and in the federal government, too. There seem to be sufficient safeguards surrounding such funds as workmen's compensation funds, retirement and pension funds, and social security funds. The same protection could easily enough be extended to school district reserve funds.

In his provocative book, "The Management of the School Money" (not read enough by today's school finance students), Henry C. Morrison in 1932 made a strong case for reserve funds. In this brief excerpt his position is outlined in his characteristic forthright way:"

". . . there is no alternative to the capital reserve save incurring needless indebtedness. . . The interest rate may fluctuate and in some years be less than we hoped, but whatever is earned is earned. Even though nothing be earned, there are saved the interest charges on the alternative future indebtedness.

(Continued on Page 8)

Morrison, Henry C.: The Management of the School Money, Chicago: University of Chicago Press, 1932, p. 144.



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It's a woman's world. As a sage once observed, "Thank goodness, men and women are not alike!" Obvious as this is, it is a fact scarcely recognized in a superintendent's preparation for personnel administration.

The oversight is hard to explain, in view of the fact that in virtually every school system women comprise a substantial majority of both the teaching and nonteaching employes. Every superintendent and every male principal will tell you that women can't be dealt with in the way that men are.

Some administrators learn this eventually, some never learn it. It's a sure thing that they don't learn much from books and courses on school personnel administration.

Rules of thumb, superficial generalities, and wisecracks are about all we've got to now. It surely is possible to do better than this, and it is important, too, for teaching is one of the occupational fields well toward the top in the number of women employed.

Too much, too soon! I think I've heard everything now. A superintendent of my acquaintance is nearly having fits because a new building will be completed and ready for occupancy about six months ahead of schedule. This will throw it into an earlier budget year than was planned. That's a switch, isn't it?

Name Change. The name of Kansas State Teachers College, Pittsburg, has been changed to Kansas State College of Pittsburg, Leonard H. Axe, president, announced recently.

Teaching Machine. The New York Institute of Technology has selected 60 students to participate in an experiment that will test a new electro-mechanical device geared to teach complete courses in physics, electronics and mathematics. The machine tests the student, records his scores, corrects his errors, and makes him repeat the information until he has learned it thoroughly. Thirty students will get their lessons in the conventional classroom manner, while 30 students will use the device to learn their subjects.

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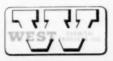
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#### ON THE SHELF

with James M. Spinning

AS AMERICAN education searches its soul, two important books will help in the process. Both compare our school program with Russia's. They are Admiral Rickover's "Education and Freedom" and Hechinger's "The Big Red School-house."

"A survival interest." As immediate means to this end, both books call for tremendous increases in financial support

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of schools, more exacting curriculums, stronger teaching, drastic improvement in teacher training and salaries. Both stand for ability grouping and intensive cultivation of gifted minds. Both are properly impressed with the effectiveness of a system like Russia's which takes talented youngsters for absolute free all the way through graduate school and ensures them posts of pride and reward. Both would have us reexamine with realistic eyes our own traditional reluctances about federal aid. Both recognize the strong national interest, in part a survival interest, in education.

#### **Alarming Russian Example**

Admiral Rickover is alarmed over what a totalitarian regime, however unsavory its ways and designs, can accomplish through single devotion to technological supremacy.

Mr. Hechinger puts it this way: "There may be no difference between successful totalitarian and successful democratic weapons, but there is a world of difference between an educated man in a free society and an educated man in a slave society." He quickly adds: "But as long as we are in a race with Russia it makes little sense to say that, even though the Soviets may outrun us, our pace is healthier. There is little health in defeat, and the vanquished have no comforts."

This much these authors have in common. Their differences in approach and attitude are vast. Admiral Rickover is certain that Russia has found the educational answer in the classic European model. Mr. Hechinger believes basically in the American plan, wants it reinvigorated, has grave doubts about the Russian performance, finds indications that Russia, too, has her doubts about it. The admiral belongs to the school of Bestor and Lynd, Mr. Hechinger to the Paul Woodring school.

Suspicious of educationists. Rickover would have us repent of John Dewey, toss out our whole educational pattern for the European one, create a national commission to guide local boards of education as to curriculums, teacher qualifications, and diploma standards. Rickover would have no school administrators on such a commission. He calls them educationists, and while G. & C. Merriam do not say that it is a dirty word, the admiral makes it sound like one.

Nor has he any patience with that horrid lobby, the N.E.A. He barely mentions state departments of education, scorns existing accrediting associations, holds that present teacher certification requirements have created an artificial teacher shortage, says there are no shortages in other professions. He urges parents to besiege their



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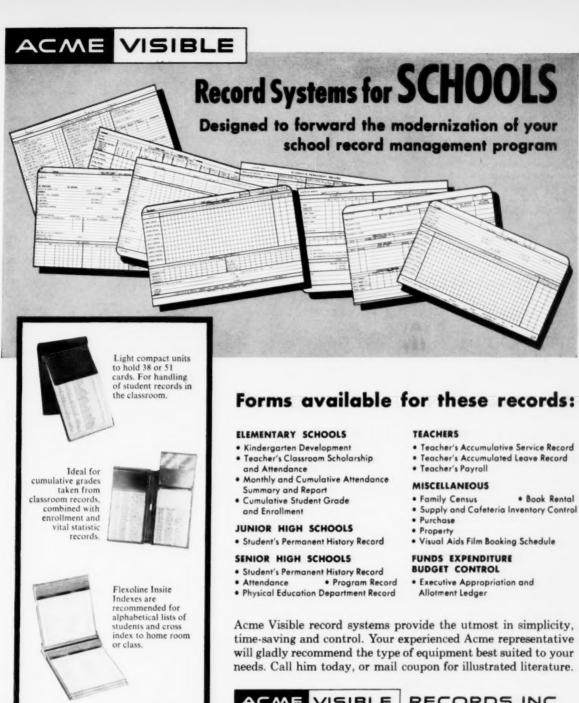
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<sup>1</sup>By Hyman G. Rickover, Vice Admiral, U.S.N. New York: E. P. Dutton and Company, Inc., 1959, Pp. 249.

<sup>2</sup>By Fred M. Hechinger, Garden City, N. Y.: Doubleday and Company, 1959, Pp. 236.



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legislatures for school reform, regards appeal to the current dominant, deaf and perverse educational leadership as useless

perverse educational leadership as useless.

He derides "life adjustment," talks as if schools with courses in driver education or good grooming teach nothing else, certainly nothing of value. Like Bestor and Lynd, he makes much hay with all that is off-beat, fey and exceptional in American education. He implies that we have all gone fly-casting.

Admiral Rickover says: "If our children have gone for the easy subjects, the fault has not been with their own disinterest, laziness, or lack of ability; the fault has been with poor adult guidance. . . . As to

our American high school diploma, the less said about it the better." (For an admiral he does a lot of generalizing.)

The father of the atomic-powered submarine has an uncanny way of discounting any who might wish to disagree by charging them in advance with ignorance, stupidity or selfish motives, a technic uneasily reminiscent of McCarthy days. At the same time he is swift to denounce interference of politicians or lay brass in the work of scientists and engineers. He wants more mavericks in government and education, and presumably fewer on TV.

How far did Charles read? "Education and Freedom" is blessed with a foreword by Edward R. Murrow and a preface by Charles Van Doren. The latter says there is no truculence in the book. I wish I could be sure that Charles has read the whole volume. Even in the studiedly dispassionate chapters, irritation breaks through. Perhaps this is because they have been put together from various speeches and it has not always been easy to reassort the subject matter into logical sequence.

Yet there are many sweetly reasonable and wise passages. American schoolmen should read Rickover, if only to know the specifics of the indictment and to test their own knowledge and faith against his hard-hitting argument and assertion.

The early chapters are the most telling ones, those on the need for more men of superior qualifications and training; on the need for further break-throughs in science and technology by a people who use up in one year the fossil fuel which it took nature 14 million years to create; in the problems induced by our geometrically expanding population. Up till now, says Rickover, America has got by on her natural wealth and wit, has regarded science, in Huxley's phrase, only as a "comfort grinding machine." From here on in, America will need real sound hard-won education.

What the book doesn't really attempt is to tell us what education to provide in an automated age for those with LQ.'s 62 to 82. Rickover isn't quite satisfied with the let 'em dig ditches talk. Apparently he knows about bulldozers. But he is firm in his belief that Russia has found in the old classical tradition the way to universal quality education for the average student.

Has she? For more light on this point we shall turn next month to "The Big Red Schoolhouse" by Fred M. Hechinger.

Birthday Gifts Exchanged. For the first time, children of foreign nations will extend birthday greetings and contribute birthday gifts to children in the United States, according to the Share Your Birthday Foundation. The children of India, first to participate in the program, have given 3000 gifts which will be distributed in October. Previously, only American children contributed birthday gifts to children of other nations.

New Ford Grants. Undergraduates at Indiana and Denison universities, the University of Vermont, and Haverford College have received the initial grants from the Ford Foundation to strengthen teaching about Asian and non-Western areas. Total sum of the grants offered by the foundation for this purpose is \$376,000. At the graduate level, the University of Chicago received \$249,000 for its research and training programs on South Asia, and Yale University received \$150,000 for its similar program on Southeast Asia.

# for floors that must take a real pounding . . .



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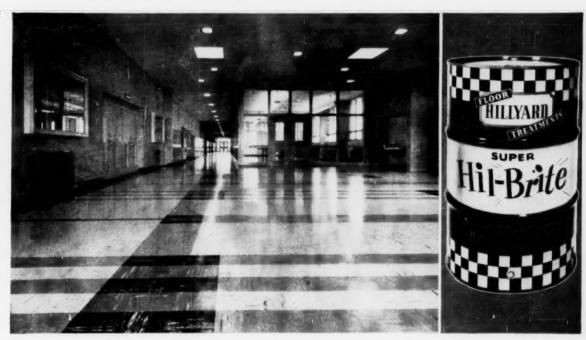
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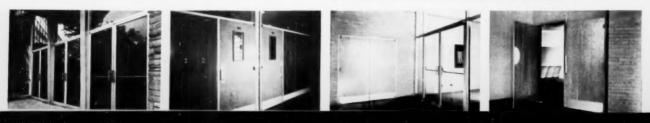
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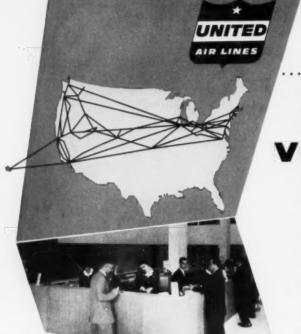
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school heating = ventilating = cooling system with draft-free perimeter distribution



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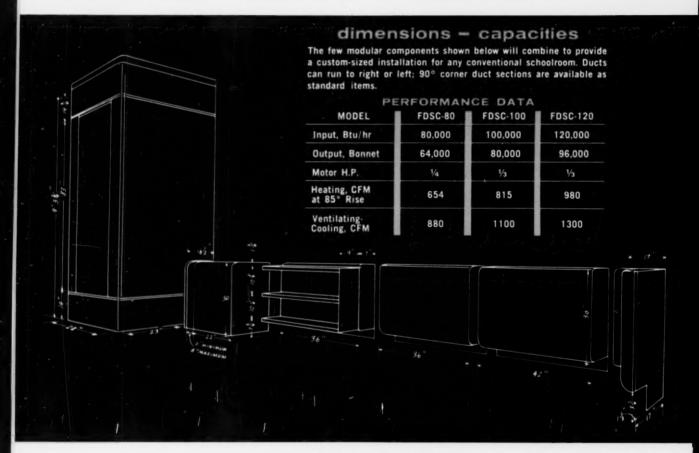
JANITROL HEATING AND AIR CONDITIONING DIVISION SURFACE COMBUSTION CORP., COLUMBUS 16, OHIO

# NOW... any schoolroom can have modern comfort at modest cost!

The new Janitrol school comfort system is a self-contained, individual-room heating and ventilating system (with optional summer cooling) that features perimeter-type, draft-free air distribution, recognized as the best way to comfort condition a schoolroom. The system may be installed very economically (saving as much as 60% over large central systems), and extra savings will continue, due to the low operating and maintenance costs.

The standard system consists of (1) a floor-to-ceiling metal cabinet which encloses the gas-fired heating and ventilating unit and (2) wall duct sections that occupy unused space and provide efficient, perimeter distribution of the conditioned air. If extra space-saving storage is desired, matching shelves may be included with the wall ducts initially, or added at any future time.

The modular sections of the system permit unusual flexibility in installation for new schools, additions to existing structures or for modernization of older school-rooms. Installation may be made after all construction work is completed, if necessary.



#### **OPERATING FEATURES**

The gas-fired heating unit is A.G.A. approved as a forcedair furnace for closet installation and as a unit heater for all types of gasses, including LP, so even schools off the gas lines can use this system. For maximum fuel economy during non-school hours, heating may be automatically, or manually cut back, and outside ventilating air intake closed. All combustion air is supplied from a separate outside air inlet — no combustion air is drawn from the classroom.

An unusually quiet-operating centrifugal blower, rubber cushioned in an acoustically-insulated compartment, circulates the conditioned and filtered air. There is no mixing of air between rooms. Outside fresh air, in quantities adjustable to meet local codes, is automatically brought into the classroom during school hours and blended to insure draft-free comfort. The system is thermostatically controlled to provide uniform room temperature at all times. Many classrooms need cooling, even in winter, due to unusual heat gain from the sun, lights and students. On these occasions, the system will automatically bring in 100% unheated out-door air, in increased volume, until room temperature moderates.

In the perimeter-type air distribution system, the wall ducts are placed along the walls below the windows, and distribute the conditioned air upward across the exposed wall, and window surfaces and throughout the room. Each wall section has adjustable diffusing outlet with locking damper control to accurately balance the air flow. To avoid floor drafts, all circulated air is returned to the unit at ceiling level.

An inherent feature of the Janitrol system is the economical method of providing summer air conditioning for individual rooms that are used frequently during the warm season. The insulated unit base compartment is designed to receive the summer air conditioning coil without major system alterations. Standard Janitrol summer air conditioning equipment may be included as a part of the original installation, or may be added later at reasonable cost by a competent air conditioning contractor.

FREE-NEW DESIGN FILE Write for your file of complete technical and specification data on school heating and air conditioning. JANITROL HEATING AND AIR CONDITIONING DIVISION SURFACE COMBUSTION CORPORATION DEPT. S-95 COLUMBUS 16, OHIO

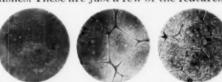
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The head channel is .025" thick—a safety factor for extra wide, extra heavy blinds.

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Whether engrossed in music or mathematics this young lady's future education is assured... She will enjoy all the benefits of the finest educational system in the world... ours! She will have the benefits of the finest design, construction, and comfort in school furniture. The new Virco #410 Study-Top Combination Desk, shown on this page was originally built to school board specifications, and is gaining enthusiastic acceptance in many school districts across our land. For your copy of the new full-color Virco catalog with complete specifications write Virco Manufacturing Corporation, Post Office Box 44846, Station "H," Los Angeles, California or Conway, Arkansas. School furniture "kindergarten through college" by Virco.



#### FOR MODERN ADMINISTRATION

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MODEL S224

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#### 2-Way Communication and Program Facilities

- \* "All-Call" feature \* For up to 48 rooms
- \* Volume level indicator \* Remote mike operation
- \* Matching radio and phonograph available

This compact, precision-built system providing low-cost 2-way communication facilities is ideal for efficient supervision of all school activities. Announcements, speeches and voice messages can be made by microphone to any or all rooms (up to a total of 48); speech origination from any room to the central cabinet is available. Includes "All-Call" feature for simple instantaneous operation. Has input connections for remote microphone, radio, phonograph and tape recorder. Housed in compact, attractive all-steel blue-gray cabinet suitable for desk or table. When combined with the S404 matching radiophonograph below, a complete centralized school sound system is achieved at a remarkably low cost, within the means of even the smallest school.

#### MATCHING MODEL 5404 RADIO AND PHONOGRAPH

Combines perfectly with the S224 system. Provides complete facilities for the distribution and control of



distribution and control of radio and phonograph programs. Includes precision-built FM-AM radio tuner and high quality 3-speed record player. The matching \$404 and \$224 units may be stacked compactly to conserve desk space. Together, they form a complete conductable provides and statement of the conductable provides. and versatile sound system offering either communi-cation or program facilities at the lowest cost.

Other RAULAND School Sound Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for auditorium and athletic field sound coverage.

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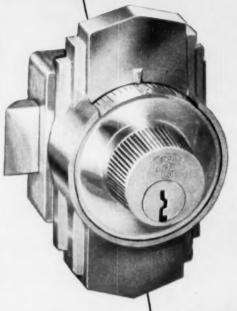
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The value of this know-how cannot be over-estimated in terms of durability, security, function and operation. Compare any lock with the new S/G 8020 locker lock features shown on the check list below. We know you'll agree, the S/G 8020 will become the standard by which other makes will be measured.

And perhaps the best news of all-The S/G 8020 COSTS NO MORE than other makes now in use.

- A Spy-proof dial minimises expensive claims of theft.
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"oven hot"

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The new ATLAS HCP food cart has greater heat capacity in the hot food compartment ... plus the new ATLAS exclusive "cold-conditioned" cold food compartment... to insure maximum efficiency and success of your school lunch program. The new ATLAS HCP food cart is easy to handle and economical to use. It becomes an integral part of your school cafeteria's serving line upon arrival in sub-kitchen.

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# Right answers... come faster

#### when she's comfortable



You can see the difference in student response when classroom weather is kept at the correct comfort level. With a Nesbitt system, comfort is maintained automatically for each classroom, regardless of variations in outside conditions.

Familiar problems of too much or too little heat, cold walls, drafts, stuffy air, odors, and noise are eliminated. Student efficiency is kept at peak levels . . . the right answers do come faster. For more information, write for Publication 101. American Standard\* Industrial Division, Detroit 32, Michigan. In Canada: American-Standard Products (Canada) Limited, Toronto, Ontario.

#### A Nesbitt system assures balanced comfort in every room regardless of outdoor conditions

In each classroom, the Nesbitt Syncretizer Unit Ventilator meets the general requirements for heating, cooling, ventilating. Wind-o-line Radiation installed along the sill provides protection against drafts and loss of body heat to cold walls for students seated near windows.

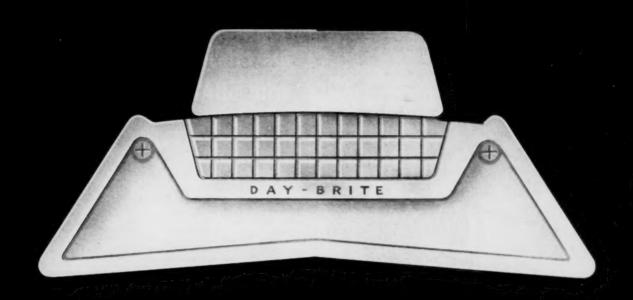
For example: One side of the school building may be shaded, cool, and windy. Classrooms on this side are kept at student comfort level with Nesbitt controlled heat and ventilation. On the lee side of the building, heat gains from direct sunlight, inside lighting, and student occupancy are automatically compensated for, as Nesbitt units go on the cooling cycle. In all classrooms, Wind-o-line protection continues only so long as the need exists.



Nesbitt systems, manufactured and sold by John J. Nesbitt, Inc., are also sold by American-Standard Industrial Division and American-Standard Products (Canada) Ltd. as part of a complete selection of heating, ventilating, and air-conditioning equipment.



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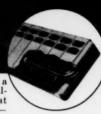
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Design your schools better with PITTSBURGH

It's hard to tell where the inside ends and the outside begins in the new Fletcher Judson Elementary School, Watertown, Connecticut. Here, nature seems to be part of the classroom—keeping the children company outside the window and boosting their morale as they work.

The feeling of freedom and openness that dominates this school is caught and held by expansive areas of glass which let in the daylight but keep harsh weather outside. No less

than five Pittsburgh Glass products contribute to the school's spaciousness and beauty: Pennvernon Window Glass, Herculite Heat-Tempered Glass, Pittsburgh Polished Plate Glass, Mirrors, and Heavy Plate Glass.

A school designed with many Pittsburgh Glass products is rich in light, life and beauty. And it's no more than our children deserve.

Architect: Warren H. Ashley, West Hartford, Connecticut







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**GLASS** 



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# COST-CUTTING PROGRAMS FROM HOBART

For more than 60 years every advance in kitchen techniques has been matched by a new Hobart development. This leadership and unsurpassed experience make it possible for Hobart to offer you proven cost-cutting programs designed to improve your food preparation and dishwashing operations.

Here are but a few ideas that can improve work patterns...increase productivity...give you menu variety of increased appeal...reduce costs. For each idea there is a specific Hobart machine, matched in size and capacity to your particular needs. And every work-saving Hobart machine is rugged, long lasting, super-productive, easy to clean and keep clean.

For the industry's widest selection of productionplanned machines, contact your nearby Hobart Representative. Ask about programs ideally suited to solve a problem of yours. The Hobart Manufacturing Co., Dept. 306, Troy, Ohio.



# CLOSER PORTION CONTROL

For lower costs, control meat portions more closely...assure faster cutting with a new Hobart Model 5012 power saw. Size of ting clearance. Rigid gauge plate saves straighter cutting—no this saw can be installed flush ing operations at rear of saw. Exclusive Hobart design permits tools for thorough, easy cleaning—faster than any other saw. Other models available.







## NEW TASTE SENSATION

Here's a new menu item with high customer appeal and low material cost. It's a tender-taste steak made by the team of Hobart food cutter and tenderizer machines. Using trimmings and low-cost cuts such as neck, shank, etc., the food cutter blends-in the flavor and fat of "penny-a-pound" suet while removing tough tendons and gristle. Tenderizer then knits a well-formed, tenderized steak. Ask for a demonstration of this versatile team in your kitchen.



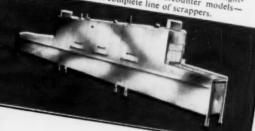
# CONTROLLED PASTRY RECIPES

Heavy bread doughs...lighter doughs for specialties such as French pastries—your Hobart mixer with positive drive and positive speed selection will mix batch after batch to exact recipe requirements. Ideal, too, for all other mixing! Exclusive Hobart planetary mixing action thoroughly blends all ingredients. Hobart motors, positive drive, and exact speed selection eliminate speed fluctuation due to variations of batch consistency or drive slippage. Full attach-ment line for kitchen-wide utility.



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The speed and capacity of Hobart dishwashing, glass-wash-The speed and capacity of Hobart dishwashing, glass-washing and scrapping equipment can bring economy and effiing and scrapping equipment can bring economy and em-ciency to your entire kitchen layout. Flight-type units as ciency to your entire kitchen layout. Filght-type units as illustrated are fast loading for completely automatic fresh illustrated are fast loading for completely automatic tresn-water scrapping, power washing, power rinsing and final rinsing. The Hobart line offers you over 50 dishwaher models including semi-automatics, rack-conveyor and flightmising. The Probatt line offers you over 30 dishwasher models including semi-automatics, rack-conveyor and flightinouers including semi-automatics, rack-conveyor and night-type automatics—counter-top or undercounter models type automatics—counter-top or undercounter in and the industry's most complete line of scrappers.



## PORTION-CONTROLLED SLICING

Cleaner, faster, portion-con-trolled slicing of cheese, luncheon meats, ham and corned beef is assured with all Hobart slicers. The reason for this unsurpassed performance is the solid stainless, stay-sharp blade. Every blade is made by an exclusive Hobart process that controls quality from casting of molten metal to finished blade. Long-wearing with razor-sharp edge, it will never stain, pit or blacken like ordinary blades. Free of dirt and juice-trapping crevices, your Hobart slicer is easily and quickly cleaned. without use of tools.



# NEW COLD-WATER GLASS WASHING

Using only water from your cold-water tap and a low-cost detergent-sanitizer, the Hobart Sani Quik Glassmaster, with its exclusive features, turns out a sanitized, crystal-glow clean santized, crystal-glow clean glass in just four seconds at automatically timed operation. Test-proven 50 times more effective than dip-and-rinse tub method, Sani Quik is uniquely compact for all types of installations. Handles all popular sizes and types of glasses. Approved for listing by National Sanitation Foundation and Underwriters' Laboratories. Self-sanitizing. self-cleaning, and automatic



# PEEL POTATOES...AND COSTS

Peeling that now takes hours in your kitchen by hand methods can be done in a matter of minutes with Hobart peelers (various capacities)—resulting in substantial savings in costs as well as root vegetables. Heart of Hobart design is the exclusive cast-iron abrasive disc that has silicon carbide fused into the iron-next to diamonds in hardness. Combined with special ribbed interior hopper, disc delivers finest peeling known—no bruising, no "flats," uniform output...easily cleaned.



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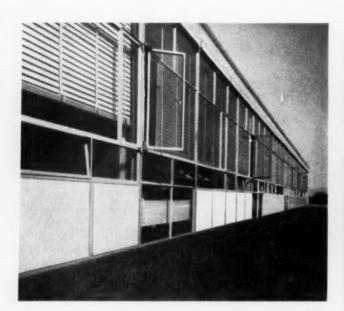
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ST. LOUIS	43%
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CHICAGO	32%
MINNEAPOLIS	25%

in various cities, when the temperature is above sixty degrees.

These are the times when air conditioning is *vital*, if adequate efficiency in teaching and learning is to be maintained. Of course, these figures do *not* include the important summertime. With an air conditioned school, summer study is more popular. The school can be used in the hottest weather, day and night. It can also be utilized for recreational activities that would be impossible without air conditioning.

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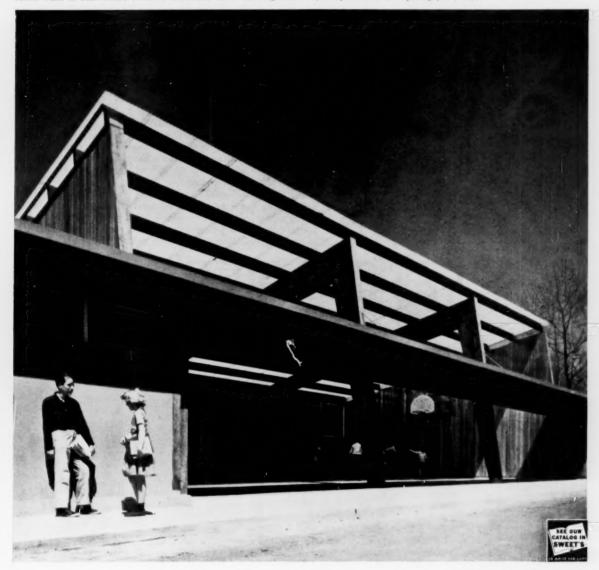
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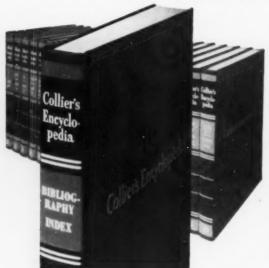
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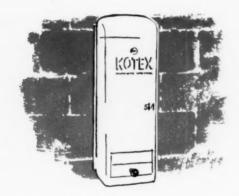
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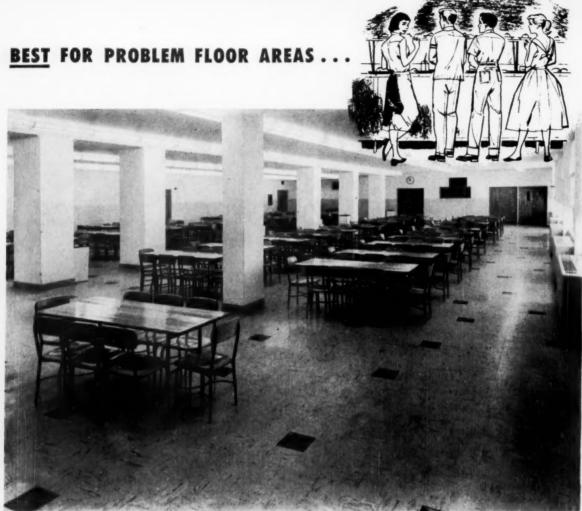
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### LOOKING FORWARD

# THE Nation's Schools

#### A Defense Program That Makes Sense

R EGARDLESS of how busy you are, take time to read the report of the President's Science Advisory Committee. It urges this nation to spend at least twice as much for education. But this is not its greatest value. Others have said as much. Most important is the manner in which it documents the significance of a broad education as the foundation of our national defense and security.

It offers a national defense program that really makes sense — a recognition that knowledge is power, the kind of power that can make this nation continuously strong in morale, in industrial production, and in the know-how of military defense.

Vast sums for foreign aid may strengthen nations that we hope will be friendly toward us, but this kind of charity begins at home. We need to strengthen first our own intellectual, vocational and scientific lines of defense.

For war or peace, we must invest much more in education, the panel warns. "Doubling our current annual investment in education is probably a *minimal* rather than an extravagant goal. A broad base of education is needed to make America a better place in which to live — and a stronger nation more likely to survive."

President Eisenhower's evaluation of the report is excellent, as far as he goes.

Said he: "This report makes clear that the strengthening of science and engineering education requires the strengthening of all education. As an excellent statement of educational goals and needs, I hope it will be widely read and that it will stimulate a wider understanding of the importance of excellence in our educational system.

"One subject discussed in the report warrants special emphasis — the importance of raising the standing of our teachers in their communities. Higher salaries are a first requirement, but we need also to recognize the great importance of what teachers do and to accord them the encouragement, understanding and recognition which will help to make the teaching profession attractive to increasing numbers of first-rate people."

This 16,000 word report, "Education for the Age of Science," was prepared by a panel of nine members of national eminence in the fields of science and engineering. It was endorsed by the 17 other members of the President's advisory committee, who also are scientists and engineers or key people in business and industry.

Perhaps you are wondering, as we are, why the chairman of the committee, James R. Killian Jr., resigned his post as the President's special assistant for science and technology a few days after his committee's report was released by the President. Dr. Killian said he was resigning "for compelling personal reasons." He returns to the presidency of Massachusetts Institute of Technology this month. Isn't it possible that Dr. Killian is disappointed that the President has not outlined a program of action toward achievement of the goals established by the report?

Actually, the President's program of action is a negative one. No great increase in the expenditures for public education as a means of national security is possible without substantial federal grants. It is commonly believed on Capitol Hill that the President would veto any large direct appropriation for public schools, including the Murray-Metcalf bill. In fact, the Administration's spokesman on education, H.E.W. Secretary Arthur S. Flemming, recently criticized the Murray-Metcalf bill as an invitation to the states to be dishonest. Strange, isn't it, that the federal government continues to give the states millions and millions of dollars for roads, for housing, for welfare, and for numerous other purposes, but suddenly distrusts the states when it comes to handling funds for education.

An editorial in the Washington Post for May 26 comments: "This year the Administration has even disowned its modest school construction program and has asked Congress to aid only those school systems with truly desperate financial problems by helping them pay off their construction bonds. Yet a broad federal aid program is necessary if all schools are to be brought up to the desired and attainable levels recommended by the Killian committee and other studies of education. Many cities and states have about exhausted the school tax revenues that are available to them. If Americans are getting weary of reports on the need to improve education, it is because of the failure of both the Eisenhower Administration and Congress to help solve a problem which has become so distressingly obvious."

It is not surprising that the scientists and engineers who wrote the report do not fully understand the "personal adjustment" emphasis in some curriculums. Neither do they fully appreciate the interrelationship of teaching technics and the successful learning of subject matter. But these are minor disagreements as to meth-

ods of achievement, not disagreement over ultimate goals.

The Killian report should receive as much publicity in newspapers as the Conant report, but we doubt that this will happen unless school and college administrators keep this report before the public and before their own staffs. This means speeches, releases and faculty planning. It means definite proposals from the administrator and the school board for financing and staffing an educational program envisioned by the Killian report.

For a copy of the complete report, write to the White House, Washington 25, D.C.

#### Anguish in Ambridge

UNLESS you are located in a perfect school system, you will find a few of your problems and headaches described in the N.E.A. Defense Commission's report on Ambridge, Pa., an industrial community 17 miles northwest of Pittsburgh. If even half of the problems in Ambridge are also present in your school system, you're really in trouble!

In addition to a natural curiosity as to what actually happened in Ambridge and how it got that way, you may find it worth while to read the report as a case study of how not to run a school system.

The N.E.A. Commission aptly describes its 32 page report as "a study of deteriorating relationships in a school system." As succinctly stated by the chairman of the Defense Commission, Ruth Winter of Detroit, the situation in Ambridge "shows the multiplicity of problems which results when the board members, the administrative staff, and the teachers have no written policies or principles against which to check their individual decisions. Misunderstandings and conflicts, growing out of poor communication, have broken down many working relationships . . . Written personnel policies, approved teacher grievance procedures, and clear definition of responsibilities would help to solve many of the irritations now existing."

Chairman Winter advises, however, that there can be little hope for improvement in Ambridge unless personal feelings are controlled. She savs: "The main objective, the welfare of Ambridge's children, must be brought sharply into focus again."

One of the lessons to be learned from Ambridge is the folly of trying to conduct the school's business in the pages of the newspaper. It appears that dissatisfactions came to a focus when the Ambridge teachers association chose the local newspaper as the medium for voicing its protests concerning the action of the school board in eliminating a nonteaching period in a junior high school.

We think the teachers were justified in protesting this heavy load of six consecutive teaching periods daily. But they made the mistake of airing their troubles in the local newspaper before bringing the grievance through proper channels to the superintendent first, and then, if necessary, to the board. This first mistake was repeated again and again with further "releases" to the press, a practice that rightfully aggravated the board. But the board was equally guilty of

conducting its affairs in the newspaper when it permitted charges of inefficiency against individual teachers to be made at board meetings open to the press. although professional ethics demands that such accusations should be heard in executive sessions.

The board explained that it had eliminated the one nonteaching period in the school day in an effort to reduce an anticipated deficit in the proposed budget for next year. At the same meeting, the board refused to consider the adjustment of teacher salaries but adopted a schedule of salary increases for secretaries and clerks. It just happens that two of these nonteaching employes were wives of board members. The newspaper account of the action noted that the maximum salary adopted for secretaries was \$200 above the maximum for faculty members having an A.B. degree.

The plight of Ambridge, as reported by the Defense Commission, also is the story of unprofessional conduct by teachers and staff members who bypassed their immediate superior in trying to reach the superintendent or board members, and of indefensible action in going directly to certain board members in an attempt to obtain favor or special consideration.

If you haven't seen a copy of the report, we suggest that you get one from the N.E.A. and note especially the conclusions and recommendations of the investigating committee. Among the recommendations are these:

A teachers association should not permit its committee or leaders to take action on major issues without checking back with the entire membership for approval and guidance.

2. Matters affecting the entire teaching staff should be discussed with the superintendent first. Teacher complaints should not be taken initially to individual school board members or to the board as a whole.

Both the teachers organization and the board should be discreet in its use of the press.

4. The school administrator should firmly oppose any effort on the part of the board of education to assume administrative functions.

5. A school board should develop, with the cooperation of the administration and the teachers, written policies concerning the operation of the school system, the responsibilities of the board itself, the administrator, and the teachers.

6. Personnel should be employed only on the superintendent's recommendation.

All these are established policies of good administration, obviously sensible, but too often ignored or violated.

#### Are You an "Expert"?

THE West Michigan Monitor offers this advice: "Be careful about calling yourself an expert. After all, an 'ex' is a has-been, and a 'spurt' is a drip under pressure."



#### It's time for a

## **Break-Through**

Secondary education needs better use of

teachers, materials and technics

KENNETH W. LUND

IT IS time for a break-through fo a new plan of education for all high school students. This plan should make full use of our technical ability to design a different type of school building, should provide all types of electronic aids, and should follow a plan of organization to enable teachers to make full use of their talents.

Even since 1900, the changes in our society have been almost beyond comprehension, and our way of life would astound a citizen of Civil War Days if he could view modern America. Perhaps the one place where he would find little change and feel quite at home would be in the school. The oneroom country school is disappearing, but the practices are very much with us. In fact, the major change in teaching conditions and methods is that now teachers no longer do janitorial work. They still do most of the clerical work and disciplinary work that their predecessors did. Through modern transportation and better organization of school districts, we have larger school buildings and more classes under one roof, but essentially education goes on with one teacher and a classroom full of children. Teachers still tell students what they want them to learn. Students use books and solve problems with pencil and paper in the

same old way. Teachers question. Students answer and are evaluated and corrected in the traditional way.

Suppose we dream a bit about what pattern the new school might take in the secondary field. A time and motion study of the present work of high school teachers would disclose that two-thirds of the teacher's time is spent on repetitious and irritating non-professional work. Teachers are overpaid if we are going to ask them to do clerical or disciplinary police work. In addition, the foregoing tasks are inherently distasteful to the creative and intellectually alert minds so essential to effective teaching.

#### **Need Salaries, Not Wages**

Perhaps this nonprofessional aspect of the teacher's life is the major reason our best college students are electing other careers. Perhaps it also explains why many communities pay wages instead of professional salaries.

The new type of school I envision will need as many (or more) better qualified teachers than we now have. However, better utilization of teacher time, coupled with the products of scientific discovery, will make student learning far more effective and will make teaching a more satisfying and rewarding career.

The high school for tomorrow should have quite a different type of building than we now have. At its core should be a set of listening and viewing booths in which the student would spend one-third or more of his time. In this booth he would put on earphones and dial on telephone equipment the appropriate lesson in physics, history or English literature. These lessons would be on film in each subject area and would be shown continuously in a central building of the metropolitan area being served. By dialing in, the student could view Lesson 32 in physics while thousands of other students would be dialing the same or different lessons on closedcircuit television.

Such an installation might seem fantastically expensive. Yet in the metropolitan area of Chicago or New York for example, the number of high school students within a 50 mile radius would run from 250,000 up to 750,000. In fact, distance is no barrier to electronics and closed-circuit television, and by appropriate planning it would be possible to serve the 8 million or 9 million students now in high school. When viewed in these terms, the cost per pupil becomes modest.

In this new type of school, teachers would meet several times a week with



Kenneth W. Lund is superintendent of the Oak Park and River Forest High School District, Oak Park, Ill. Previously he was first administrative assistant to Supt. Benjamin C. Willis, Chicago. Dr. Lund also was director of the Bureau of Child Study for Chicago public schools and, earlier, was director of the counseling program and assistant dean for Wright Junior College, Chicago. He has served on the faculty of Northwestern University for eight years as a lecturer in psychology and for two years as a lecturer in education at the University of Chicago.

students in small groups, preferably only six to 10 students per group. These groups would permit the personal relationship between student and teacher that everyone talks about but seldom achieves. (There is little that is personal about a history class of 30 students for 40 minutes per day.)

The group sessions would not be for lectures or for giving information. These tasks would be accomplished by televised film. Rather, a group session would be the time for the discussion of difficult lesson content, for clarification and enrichment through additional illustrative material, and for discussion of the student's written work. Students could easily see and hear the same filmed lesson twice if they didn't understand the material at the first presentation. They would use the group sessions for tutorial assistance, for group discussion, and for learning to express new concepts.

By this time someone might view the teacher described as primarily a scorer of tests and exercises, and a tutor. This would debase the teacher and is not so intended. The teacher would both teach and counsel in a close interpersonal relationship requiring scholarship and judgment. In conjunction with each televised lesson and each unit, a modern objective type of test could be provided. The student could obtain such a test from a machine, could take the test using an electrographic pencil, return it to another machine for scoring, and receive his results at once for maximum effect in discovering deficiencies in his learning.

A copy of the results could be automatically preserved for the record and would be available to his teacher and his guidance counselor in discussing his progress. When his performance was poor enough to warrant it, he would dial the lesson for a TV repeat, after which he would take another

test, using Form B, C, etc. This method would provide appropriate learning opportunities for students at all levels of ability, and would do so in a manner that would permit each student to proceed at his own pace. None would be held back by others, a goal seldom achieved under traditional methods.

The teacher would be primarily responsible for helping each student prepare for end-of-course examinations, for broadening his understanding through discussion and interpretation, and for noting progress in relation to educational goals not readily assessed by the instruments of evaluation.

In this more personalized school a close contact between teacher and student would be of inestimable value in mastering conversational technics in foreign language classes, in developing writing skills in English and all subject matter fields, and in developing powers of oral expression, argumentation and critical thinking. The teacher could handle eight or 10 groups three or five times a week. However, he would have no responsibility for classroom management, study hall and lunchroom supervision, and in the main would be free from the traditional time consuming tasks of scoring homework assignments, which would be handled electronically. In language and mathematics classes much of the daily work would consist of personalized aid to the students in clarifying subtle points, analyzing performance errors, and motivating students to attempt successively more difficult tasks.

The new school would have many more laboratories for science project work, laboratories for listening and speaking into tape recorders, and art classrooms for creative work. The library would be the heart of such a program, and a personalized program of developmental reading would be planned to test each student's mettle. The flexibility of this program would mean a wide range of materials at varying levels of difficulty and cooperation of teacher and librarian.

What about the student in this new school? What would his day be like? Perhaps a third of his time would be devoted to scheduled appointments with teachers in group sessions. These might be of flexible length, longer where laboratory or project work is involved, shorter for language conversation classes, somewhat longer for discussion of concepts in history and English literature.

Another third of his day could be devoted to the viewing and listening booths, but he could do this on a flexible basis as the electronic equipment makes no appointment necessary. The remainder of his time should be spent at his own desk with his own books and in libraries, shops, laboratories and project rooms doing individualized work. He should have greater personal freedom to pace himself at his optimum level and should be responsible to his guidance counselor in weekly individual conferences to review his progress report (electronic) and to make plans for the week ahead. Parents could receive a similar report prepared by automation equipment, addressed and mailed with minimum cost and no teacher time wasted.

#### Personal Office for Teacher

The teacher would have a personal office and conference table. This would be where the teacher would work an eight-hour day and would have a personal professional library and closed-circuit viewing and listening equipment for group purposes and for personal use. Approximately 60 per cent of the time would be scheduled with group sessions for students, 20 per cent for individual conferences and parent consultation, and 20 per cent for personal preparation, viewing, faculty committee meetings, and other professional activities. Like that of the true professional, the day would go far beyond eight hours, but the pattern it would take would be determined by the teacher and the goals of the professional staff as a group.

If this presentation were being made to my professional colleagues in person, I can well imagine the looks on their faces by this time. No doubt they would assume I had taken the wrong pill when I needed a sedative.

None of us finds it easy to take a fresh look at what we have been doing for a long time. However, nothing that I have suggested would require new scientific discoveries, although undoubtedly new methods could be discovered to develop new equipment that would do the job better at lower cost. A planning conference could be arranged that would produce a much more comprehensive design of far greater effectiveness than the one I have outlined here. But the point is: A new plan is necessary.

This is a field in which the federal government can be of real assistance to education. In the past few years our legislators in Washington and state capitals have been trying to decide how to help communities finance their current educational programs. I submit that this is not the most fruitful pursuit, if our goal is to achieve a new quality in our schools. We should not aid the present program and perpetuate it. The prospect of pumping federal money into the current program without making any basic change in its organization and effectiveness has little appeal to me.

Money is needed. However, most of all, we need a break-through in design; we need to "automate" the routine steps and all parts of the school program that lend themselves to this. Then we need to personalize teacher-student relationships to accomplish genuine intellectual stimulation. We need to spend much more money on education, but we need to do it in a way to accomplish a new level of qual-

ity. I suggest a three-stage program financed by federal funds, as follows:

 A conference for a broad design of the school of tomorrow; the cost, \$100,000.

2. A pilot program in a metropolitan area utilizing experts and industrial resources to try out the program in several schools and in several subject areas; the cost, \$1 million.

3. A nationwide program with federal aid supplying to the schools the televised closed-circuit network, the films for the network, the automation equipment, and all other costs beyond district boundaries; cost, \$5 billion.

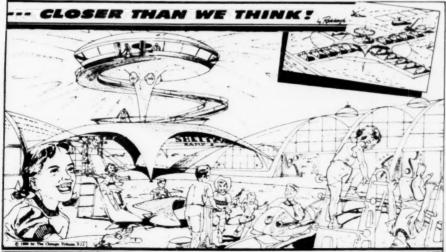
#### Frightening Alternative

Perhaps this prospect will frighten some, but the alternative is more depressing. Are we going to go on duplicating our present methods until we serve 12 million high school students by 1970, with more crowded classrooms, less qualified teachers, and an educational pattern little changed from 1900 or earlier? Or are we willing to take a fresh look at the goals and purposes of education and mobilize our American scientific and technological ingenuity to achieve that goal?

We want our children to get the best possible education. I would welcome a Henry Steele Commager to teach history at my school, the Van Dorens to teach English literature, a Harvey White to teach physics, and a Baxter to teach Shakespeare. I would want my students to have available historical and scientific films that far exceed in quality of presentation the best efforts of the classroom teacher serving under current limitations. Our classroom films should be prepared with the same creative ingenuity that was used in the recent "Gateways to the Mind." Our classrooms should have access to the world with the aid of modern display technics, models, film portrayals of atomic reactors, turbines and machines. I would welcome the chance to raise the status of teachers by freeing them of all onerous non-teaching duties, and make them part of a symphony producing a quality product under optimum conditions.

Changes are hard to accept. Yet in the medical profession we have seen 50 years of progress with higher rewards for greater service through specialization and through utilizing scientific equipment. It has been estimated that there are 30 colleagues in ancillary professions helping each physician in the modern hospital. It is time for a fresh look at our schools, for a new plan or design, for a new level of educational opportunity for our students today.

To accomplish this program, a federal project and expenditures comparable to those in atomic energy and missiles are essential. The full scientific resources of industrial giants, such as A.T. & T., General Electric, R.C.A., Du Pont, and the government resources of scientific and management manpower will be needed. If we care enough about education to do this, a new plan will be evolved so superior to the old that the horse-and-buggy to jet-age analogy will apply.



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This cartoon feature in the 'Chicago Tribune' tures an artist's concept of how a schoolyard might look 20 or even 10 years from now. He anticipates much more extensive use of plastics, with rapid and economical construction achieved by the use of large premolded sections. As the sketch shows, the use of plastics will permit greater use of rounded or curved shapes in building forms and also will involve the use of translucent materials to increase daylighting in the classroom.

#### **What Candidates and Boards Discuss**

WHAT topics do school boards most frequently discuss with candidates for administrative positions? What information can help candidates anticipate this experience? What data should applicants be ready to discuss about themselves in these conferences?

For the last two years candidates notified about administrative opportunities by the University of Wisconsin Teacher Placement Bureau were asked to respond to a questionnaire under 5000. The largest city, with the possible exception of two suburbs feeding into a metropolitan area, was slightly more than 17,000 while the smallest town had a population of a little more than 400. Although some schoolmen who were notified of the vacancy did not apply and others were not invited in for an interview, 45 responses were tabulated. The responses of two candidates promoted to the position from within the system are not included in the results.

and accepted the position for which they were interviewed.

The average length of the interview was 73 minutes with no significant difference in the time taken for those ultimately offered the job when compared with the other applicants.

Table 1 reflects the total number of times both candidate and board members introduce into the conversation information about the administrative assignment, the school, the community, and matters of personal interest—the first four general sections of the questionnaire.

TABLE I — Items of General and Personal Interest Discussed During Initial Conference With Hiring Officials

Board	Introduced by: Candidate	Total
81	90	171
111	188	299
147	126	273
44	79	123
383	483	866
	81 111 147 44	81 90 111 188 147 126 44 79

designed to ascertain the matters most frequently discussed with board members during such interviews.

Two previous studies (reported in The NATION'S SCHOOLS in June 1954 and April 1958) were concerned with the initial interview between hiring officials and candidates for elementary and secondary school vacancies. This study is to help board members and administrators become aware of common content areas typical of this fairly unique type of job interview. It was begun during the 1956-57 school year and terminated at the end of the 1957-58 second semester.

Nineteen Wisconsin communities were involved, 11 with populations

At this initial contact between board and candidate the field had been narrowed down to a point where definite interest between both parties was apparent. Only the first questionnaire received from each candidate was used in the study.

This procedure was used to avoid the possible influence of the check list portion of the questionnaire on an individual's next interview. From one to four reactions per conference resulted from this procedure. Respondents were contacted immediately after the election of the supervising principal or superintendent was announced. Eleven of the 45 candidates who answered the questionnaire were offered

#### No Monopoly by Board

Board members apparently do not monopolize such conversations since the administrators, although outnumbered by the board, raise the majority of questions in these areas. This is in marked contrast with previous interview studies which reveal that the hiring official interviewing beginning elementary or secondary teachers monopolizes the conversation within the same areas from 75 to 80 per cent of the time.

This suggests that the conversations between a board and the prospective administrator provide free opportunity for expression and questions about items of general and personal interest. Schoolmen, used to interviewing others frequently, are perhaps less hesitant in raising questions than are beginning teacher candidates.

Naturally, in matters relating to desired personal information and background of the candidaté, the board asks the questions.

Table 2 indicates the most frequently discussed items in all areas (with the assumption that items occurring 50 per cent of the time or more are significant). Considered by sections, the information topics most frequently

### When Superintendents Are Interviewed

discussed about the administrative position itself include: specific administrative duties expected of candidate; limits of authority for administrator; academic training desired for position, and office facilities.

Most of the time candidates introduce questions concerning their limits of authority and the office facilities available, whereas board members show a marked interest in the academic training they want in their man.

Foremost items about the school itself – the most popular of the four major areas – include: school enrollment; condition of physical plant (buildings, grounds); enrollment trends; number of teachers on faculty; philosophy of the school; number of new teachers in the school; provision and policies in regard to discipline, and size of classes.

Board members can expect interviewees to initiate such questions as enrollment trends and the size of classes. In fact, interviewees raise most of the questions in this area, with one exception – the condition of the physical plant, a topic the board members seem to enjoy.

Areas most discussed about the community are: financial ability of community to support schools; general educational and cultural level of population; population of community; other schools in community; activities of civic interest, and churches in the community.

The section on information of personal interest contains only two items that appear typical: living accommodations for the administrator and his family, and activities in which the community expects the administrator to participate.

TABLE 2 — Most Frequently Discussed Items During Conferences
Between Administrative Candidates and School Boards

	Introduced by:			
ltem	Board	Candidate	Total	Per Cen
Specific administrative duties				
of candidate	. 18	27	.45	0.001
Salary for the position	43	2	45	100.0
School enrollment	. 15	28	43	95.5
Condition of physical plant				
(buildings, grounds)	. 29	14	43	95.5
Living accommodations		25	42	93.3
Previous administrative experiences	41	-	41	91.1
Financial ability of community				
to support schools		22	41	91.1
Enrollment trends	. 8	33	41	91.1
Limits of authority for administrator		29	38	84.4
Number of teachers on faculty	13	25	38	84.4
General educational, cultural				
level of population	20	17	37	82.2
Philosophy of the school	14	22	36	80.0
Marital status			35	77.7
Population of the community (total)	21	12	33	73.3
Activities in which community expects				
administrator to participate	14	19	33	73.3
Other schools in community	15	17	32	71.1
Type of work experience		-	32	71.1
Academic training desired for position		2	30	66.6
Graduate training in administrative courses	30	-	30	66.6
Number of new teachers in the school	11	18	29	64.4
Activities of civic interest	14	12	26	57.7
Professional ambitions			25	55.5
Provisions and policies in regard to discipline	14	11	25	55.5
Personal reaction to life in this size community	24		24	53.3
Office facilities	6	18	24	53.3
Candidate's prior community social service				
participation	24		24	53.3
Churches in community	9	15	24	53.3
Size of classes	3	20	23	51.1

#### **Previous Work Discussed**

Significant questions asked by the board as to each candidate's personal data and background deal primarily with the applicant's previous administrative and work experiences, his marital and family status, amount of graduate training in school administration courses, and his attitude and participation in social service activities.

It is again noteworthy that, in addition to the obvious area of administrative experiences, candidates will likely be asked to discuss graduate training in their special field. Despite this particular interest, however, the board does not ask about an individual's gradepoint average or honors and academic distinctions received in college. (The university placement service, up to this year, did not include a transcript of grades as part of the cre-

dentials.) Also conspicuously absent are such questions as why the candidate decided to enter administration, his interest in children, and why he en-

jovs working with people.

Although the administrator's wife is not employed by the board, considerable interest is shown in her as a prospective member of the community. Many boards at least informally interview the candidate's wife before appointing her husband to the position. It was once stated that if a superintendent's wife is well liked, her husband will probably be well liked also. Judging from the number of times the applicant's marital status is discussed, many school boards subscribe to this theory.

#### Personal Ambition Queried

The interview content is rounded out by two additional questions, introduced exclusively by members of the board: the candidate's professional ambitions, and his personal reaction to life in a community of the size involved.

Candidates need not be concerned about who initiates salary discussions. Forty-three of the 45 schoolmen report that the board members introduce this vital topic. Exact salary figures are usually not established, but an indication as to the general range that is being considered serves almost the same purpose.

In approximately 75 per cent of the cases the board informs applicants that they are to be notified in the near future as to the decision, although in two smaller systems the position was offered immediately following the conference. In only one instance was a candidate informed that he probably would not get the offer.

The first question asked by board members was also reported by the interviewees. The most frequent initial questions concentrate on asking the candidate to tell about himself or his previous administrative experience. There is a tendency to begin with these examples:

"Tell us about yourself."

"I was asked to give my general background, such as preparation and teaching and administrative experience."

"Would you give us a brief sketch of your life to date?"

"Why are you interested in this position?"

"Tell us of your most recent administrative experience and why you wish to come to ...."

In view of the last named approach it is wise for the interviewee to keep in mind at least two or three good reasons why he is interested in the assignment.

Topics not discussed, or brought up so infrequently as to be negligible, include personal habits not approved by the community, expectation regarding the administrator's week-end time, and the moral qualities of the applicant. Even in small towns times have changed. It is rather surprising that the matter of the applicant's health is rarely considered, this item being reported in only 13 of the 45 cases.

#### **Comments by Candidates**

Board members may well consider some of the following comments made by the successful candidates who were later asked for their reaction to the board and the conference itself:

"It has been my experience that many, if not most, of the boards of education do not conduct the most effective or efficient type of interview. It would be well for these groups to plan or organize interviews before they take place. I am not referring to my present employers because this was the first interview I had experi-

enced for some time which had been planned or organized."

"The very fine, straightforward, intelligent, sincere attitude of the board convinced me that it was a group for whom and with whom I could work well."

"I have been around. This interview was the finest such experience I have ever had. Rapport was established within the first 60 seconds; there was no double talk by candidate or board, and a lot of ground was covered. We understood each other."

"They were fine people and I enjoyed visiting with them and their approach to the problem of hiring their superintendent. It was thorough, but unhurried."

"I would find out much about the school and community before the interview if I were to apply over again. Per pupil cost, equalized evaluations, and outstanding indebtedness are too important not to consider."

"The individual board members reacted very well toward me. I felt that they accepted me and would work well with me."

The basic purpose of such meetings is for the candidate to show the board why he is interested in the position and what he has to offer, while board members should do their best to describe the exact nature of the post to the candidate while determining if his personality and qualifications are what they want.

#### Be Prepared

Candidates will profit by thinking over some possible areas of discussion and making at least a mental outline of their responses to key questions. Time and energy can be saved by doing some research on the community prior to the interview. The candidate's confidence in himself will also be reinforced if he has some general idea of what he wants to ask — avoiding, however, referral to a list of prepared questions during the conference itself.

Adequate preparation for this experience, with some definite ideas about what he is going to say, will pay obvious dividends to the alert administrator seeking advancement. This conference is one of the important events in the life of any schoolman for the obvious reason that the 73 minutes spent with the board of education may determine the entire future course of his professional life.



Interviewing technics is one of Richard A. Siggelkow's major research interests. He served as assistant director of the University of Wisconsin Teacher Placement Bureau from 1949 to 1954 and as associate director from 1954 to 1956 when he became the assistant dean of the school of education. Before going to the university he was a teacher in high schools in Mayrille and Columbus, Wis. He received his master's and doctor's degrees from the University of Wisconsin. Dr. Siggelkow is presently writing a beginning text in guidance. Recording news events is a major interest.

## From higher education come three views on







Ralph S. Halford



Grayson Kir

#### OUR SCHOOLS OF TOMORROW

WE NEED an educational revolution in this country. This revolution is not in the curriculum of our schools, although clearly much needs to be changed (and is being changed) in that area. It must be in the attitudes toward education which, at best, are ambivalent, naive and unrealistic.

We are ambivalent in our national attitudes toward education. Since early days we have given lip service to the ideal of equal opportunity for everyone. But we have never taken action to implement this belief. Even today, when universal opportunity for study through the college level has caught the imagination of every American, we are unwilling to pay the cost of a good education for all. Local school boards have great difficulty in raising school taxes or in passing bond issues; independent schools and colleges pay ridiculous salaries to their theoretically cherished teachers because parents "can't afford" higher tuitions

We are naive in our attitude toward the teaching profession. We are unwilling to face the fact that, as a whole in this country, teachers are subsidizing the luxuries of the families they serve. Nearly every independent day school and many independent colleges are afraid to raise tuition to what education should cost, because of the fear of pricing themselves out of the market. But the parents in these schools and colleges are willing to pay more than twice what they did in 1939 for automobiles, electric appliances, and other "requirements" to maintain their own high standard of living.

Parents will borrow money to buy a house but are horrified if it is suggested that they take out a loan for college education. Somehow, they expect the sons and daughters of *other* people to go into teaching, and to be paid less than truck drivers and plumbers, even when they reach the upper levels of their profession.

We are unrealistic in our appraisal of learning, and unwilling to recognize that for many people it is not an end in itself but a means to achieve materialistic goals. A college degree has become a cultural necessity, not because it means an education, but because it is a symbol of success.

For the upper economic levels, especially in the East, the degree must be acquired by every young person at one of a limited group of colleges. Thus it has become an insurance of social prestige, of a profitable job, of a good marriage, especially for girls.

However, I feel hopeful that we are recovering from the confusion and despair which followed the second World War and the Korean conflict and that we are beginning to understand the ills of our supercharged, industrialized culture. As we recover from fear, we can appraise our needs, and then can act.

First, we can study and discuss the nature of a good education. In the last analysis our secondary schools reflect what we want; if we care greatly for elaborate buildings and winning teams, our community will provide these. If we want a sound curriculum and fine teaching, we'll have to roll up our sleeves and work for it, as well as dig in our pockets and pay for it. Many persons with college degrees must serve on local school boards, if they are to keep the schools free from political considerations.

We can appraise and implement the urgent importance of education for our country and for ourselves. The anti-intellectualism that characterizes many Americans must at all costs be eliminated. The suspicion of the Egghead, the worship of the "regular guy," the dilution of the intellectual life in our high schools and colleges — these must at all costs be done away with. At this period in history, we cannot waste our precious resources.

Underlying all that we do must be the conclusion that it is supremely worth while to grapple with the problems of our time, and to build step by step solutions for them in the future.

— MILLICENT C. MCINTOSH, president, Barnard College.

## "Every man today must learn to understand himself and others"

**S**CHOOLING made easy — schooling that evades, postpones or conceals problems, that fails to encourage the coming to grips with them — is not schooling, it is just plain fooling. The best preparation for encountering problems, for attempting to solve

them or otherwise deal with them is practice at doing just that.

Mankind has discovered a wonderful art of dealing with things, including even the thing-like aspects of people. Science has gained such great understanding within its province that

These abstracts are from a panel discussion entitled "Tomorrow's Challenge in Education: a Reappraisal" presented before the Barnard College and Columbia University Alumni Clubs of Chicago, May 1959.

a single mind is no longer able to comprehend and use more than a small part of it. Science is no longer a single specialty; it is today a whole galaxy or even a universe of specialties that is expanding steadily like the physical universe in which we live. This expansion is orderly and not to be feared of itself for it denotes understanding. But, there is reason to be fearful of how man will employ the powers that he derives from this understanding.

The affairs of mankind have become extremely complicated and are tending always to become more so. Occupations of all kinds have become specialties. We rely today in our collective existence upon the pooling of

highly developed talents.

Education in preparation for the future must recognize and accept the necessity for specialization. It is anachronistic, wishful thinking to suppose otherwise. Highly developed human talent has become the most precious natural resource in our scheme of existence today and threatens to be in short supply in the near future. We must discover how to recognize talents early and concentrate upon developing them fully and

rapidly. This is a challenge to education, one that must be met, vet it is not the one that I consider most im-

If we succeed in meeting this first challenge, we shall achieve the maximum utilization of human talent. But, we shall also find ourselves working alone or in groups at tasks that we alone can perform or perhaps even comprehend.

To what purpose?

If this question has any answer, it must be sought in the circumstance that our specialists, one and all, have the common denominator of being men. If specialists cannot comprehend each other's specialties, we must search for our purpose not among specialists and their specialties but among men.

Every man must become at the same time an expert in the understanding of man. Individual man must learn to understand and control himself, to find common purpose with other men. This is the paramount challenge to education. It is tomorrow's only because we have failed to meet it vesterday and again today. -RALPH S. HALFORD, professor of chemistry, Columbia University.

#### "It takes a person too long to get an advanced degree"

I JNIVERSITIES can and must modify their degree requirements so as to take more into account the preparatory work taken as an undergraduate, or even in our better high schools. In the past, all students have been required to take general courses in the first graduate year to put them upon the same plane of preparation for their advanced seminar and laboratory work. Otherwise, the institution ran the danger of turning out its doctoral graduates with undesirably different levels of competence. This would cast a bad reflection upon the institution.

Today, many undergraduate schools are raising their own standards to the extent that this concern of the graduate schools is beginning to lose some of its former validity. The problem still exists, but it can be met by setting up higher standards for admission and by requiring those with deficient preparation to remedy the

deficiency before they can be admitted, or to do so by taking certain courses without graduate credit before they have reached a specified stage in their graduate work. By so doing, the well prepared student can push ahead his work without any necessity of going through the drudgery of repeating any portion of his previous study.

The next solution is that of reexamining just what a professional student ought to be expected to know when he receives his final degree. In many fields, it is no longer possible. as it once was, to expect such a student to have mastered the whole body of professional knowledge. Ten years from now it will be even less possible to expect him to do so.

Therefore, our graduate instruction must be based increasingly on the assumption that this student will go on with his study for the remainder of his active life. What then should he be given as a minimum in school? Clear-

ly, he should be taught the essentials in terms of factual knowledge and in terms of skills and technics. He should also be taught to think in an inquiring fashion about the relationships between his specialty and all those other fields of knowledge which touch his own and whose development will influence his own.

Another useful innovation, to which I think our graduate faculties will increasingly turn, is provision for more continuous study throughout the year. I am not convinced that graduate study should proceed at the same twosemester rhythm followed by most undergraduate schools. The graduate student should not have a summer vacation thrust upon him.

Faculty members quite naturally are unenthusiastic about such a proposal, but this problem can be met by salary adjustments and by providing compensatory vacation time during

winter and fall semesters.

Finally, I think we can help meet our need to make graduate study more meaningful by reexamining some of the specific degree requirements, not so as to lower the required level of accomplishment but so as to be sure that what we do require is of vital importance for the future success of the

Let me illustrate this possibility by referring to the doctor's degree in our nonprofessional graduate faculties. Traditionally, the greatest time-consuming requirement is that of the doctoral dissertation, which is supposed to be an original contribution to human knowledge. Many a student labors for years over his thesis, searching libraries for obscure sources, corresponding with scholars elsewhere, and eventually he produces a fat manuscript of negligible importance to the world of scholarship.

What, then, is the purpose of the dissertation? As I view it, its importance is that of demonstrating the man's capacity to do research in a systematic and properly trained fashion and to write his conclusions in clear, understandable English. If it were not regarded as an original contribution of weighty importance, the whole process of doctoral study could be shortened, and it could be made an exciting experience rather than a test of endurance, financial and physical. - Grayson Kirk, president, Columbia University.

# Seaway Opens New Era in Trade and Trade Teaching

TO THE world's great ports of call this year have been added Cleveland, Detroit, Duluth, Milwaukee and Chicago, as well as Ottawa and Toronto.

The long-envisioned St. Lawrence Seaway has opened the gates of world commerce to middle-United States and mid-Canada. This joint venture of two friendly nations links the Atlantic Ocean and the Great Lakes by providing a system of locks and widened and deepened channels. The St. Lawrence system has a drop of 602 feet from Lake Superior to the Atlantic Ocean. The old 14 foot inland canal system has been deepened to a 27 foot channel, permiting ships of 10 times the former capacity to pass through.

Another economic result of the billion dollar venture is the provision of electricity for heat, light and power "from the southern reaches of the Catskill Mountains to the northern frontiers of Ontario," to quote Collier's Encyclopedia 1959 Year Book.

#### **Change School Courses**

This deep-draft route connecting ocean and Great Lakes ports is not only changing the course of world trade, population expansions, the iron and steel industry, and agricultural marketing but at the same time will change high school and college courses in economics, social geography, and world trade.

Just 411 years to the day that Jacques Cartier named the river "St. Lawrence" and 1700 years after St. Lawrence had been martyred, ground was broken for the U.S.-Canadian power projects. This was Aug. 10, 1954. A short time later, construction began on the navigation features of the project, which has been completed two years ahead of schedule.



Top: For the historic first voyage through the St. Lawrence Seaway, ships line up at the entrance, east of Montreal.

Bottom: First ocean going ship to reach the far western Great Lakes port of Chicago, on April 30, was the Dutch freighter, Prince Johan Willem Friso.

When summer school means more than

makeup courses, and faculty members are able to plan

curriculum innovations without adding to their normal load

# Students and Teachers Profit From Summertime Schedule

TED F. VAN BUREN

Curriculum Coordinator and Director of Research Union High School District No. 10 Joint Beaverton, Ore.

Author Van Buren discusses a report for a history seminar with a student. Individual conferences such as this were easily established in summer school.



Take a comprehensive summer school program for grade and high school pupils, combine it with a faculty summer institute for curriculum development, and you have a formula for year-round use of school facilities.

Such a formula was successfully demonstrated last summer and is being repeated this summer in the Pacific Northwest — by Union High School District No. 10 Joint, Washington County, Oregon. The district headquarters are at Beaverton, a suburban community of middle-class homes less than 15 minutes from downtown Portland.

Earlier summer sessions had concentrated on makeup of courses that students had failed. Yet we found in talking with students, counselors, parents and staff that many youngsters had a desire to take extra courses.

With the help of a faculty committee, Supt. D. Herbert Armstrong developed a double summer schedule that provides a full set of academic offerings for students in the morning and faculty sessions on the curriculum in the afternoon. Last year the board of education authorized \$27,250 to support the program.

The budget for this summer is \$30,000, allotted as follows: salaries for instruction, \$13,062; salaries for curriculum and placement scheduling, \$14,515; maintenance and supplies, \$2000; insurance, operating and miscellaneous, \$422.

#### **Program for Students**

Our academic schedule for summer work goes well beyond the old standards of makeup work and driver training. The catalog for this summer also lists skill and refresher courses, interest groups, acceleration sections, and opportunities for advanced study. Certain courses in remedial English, writing, speaking, science, mathematics and homemaking are open to those who have completed the sixth grade.

Sessions are two hours long. A \$5 fee is charged in-district students for one or two courses, while out-of-district students pay \$25 and \$35. Except for students repairing failures, no credit is given toward the high school diploma. Summer work is noted only on transcripts as "satisfactorily completed." Nevertheless, last summer 656 non-makeup students enrolled. One-fourth of the high school population was represented.

What courses attract the students? Last vear two sections on pre-high school mathematics, offered to advanced eighth graders, were needed to accommodate the registrants. A developmental (speed) reading class had sections totaling 50 or more; a remedial reading session attracted more than 40. There was a class in Spanish; an American history seminar offered directed reading in historical study and analysis; an interested group of mathematics students went to work on number theory, binary systems, and analysis; a creative writing laboratory appealed to 36.

Offerings for students this year add up to 60 class hours during the sixweek period – from June 22 through July. There will be no Independence Day holiday, and requests for vacation releases will not be honored. Only five absences will be allowed.

Since the extensive Tualatin park and recreation district is contained within the boundaries of the school district, our plans made no provisions for sports or crafts. School facilities, however, are used by the directors of the recreation district, and summer band and orchestra classes are conducted cooperatively.

Much greater attention per pupil is given during the summer instructional periods than is possible during the regular term. The addition of several cadet teachers from near-by Portland State College further reduces the teacher-pupil ratio in English, science and typing.

Community reaction has been favorable from the outset. Young people have made profitable use of their free summer time, yet have had the afternoons free for recreational and occupational diversions. Several parents report they became fascinated with the possibilities of improving their own reading speed while observing practice technics of their youngsters.

#### Workshop for Teachers

It may be some time before the average parent realizes the long-range profits of the second part of the summer program — the teachers' curriculum workshop. Staff members and administrators are convinced that the district will be able to show great advantages to students and to taxpayers.

Afternoon work periods involve some administrative duties. Handbooks for students, parents and faculDeans in summer school were able to study every reference made for a prospective "tracked" student. They could act as the final judges and sources of the parent and student conference results.



ty are revised. Film and book orders are completed handily with no trouble in last-minute revisions or hurry-up telegrams to publishers and publishers' representatives. New materials are quickly and smoothly processed by teachers instead of by office and custodial personnel, thus making immediate use possible in the fall.

Curriculum development receives major attention. The participants are department heads and master teachers; every afternoon these people are working on recommended revisions in procedures and in instruction. Under this program it is possible to plan curriculum innovations without adding pressure on the professional staff beyond their normal teaching load. Staff members read research materials, exchange points of view, and call upon consultants. The interplay of minds between departments is beneficial.

First among last summer's curriculum jobs was the task of "tracking" students into courses or course levels commensurate with their demonstrated intellectual level. Teachers not teaching in one of the two-hour morning time blocks worked on test distributions and achievement records for every prospective student, for every affected class and department. Tallies and listings of those eligible for the accelerated or "C" track were completed; the same teachers then turned to the other extreme of the learning scale, selecting candidates for slow learner activities.

Every student considered for "tracked" classes was the subject of a teacher-parent conference by telephone, by mail, or in person. Thus the school was able to create an under-

standing of its new program. Parents learned that the objective of the entire set of homogeneous groupings is to permit *every* student to learn *more*.

In regard to the slow learners in English, science and mathematics, there were 149 conferences last summer between teachers and parents and only three instances of refusal. In a total of 226 discussions regarding classes for accelerated students, only six parents asked that their sons or daughters be retained in a standard class. Two of these six have since requested that their children be placed in the accelerated classes.

How was personnel chosen for the summer classes and institute? Teachers and workers came from the list of department heads and other master teachers identified as such in the district's professional rating system. Some were asked to remain through the summer because of special skills or experiences. Those on the summer staff got an eight-week contract extension.

#### **Teachers Enjoyed Work**

Many teachers reported their last summer's work was the most exciting nonclassroom experience they had enjoyed in their professional career. Within this summer cadre, the professional atmosphere is consistent, and this attitude is infectious.

The feeling that a true gain has been made is, of course, subjective, but follow-up procedures are planned. Evidence of actual achievements in summer session will be increasingly apparent in the first semester of next year. Through the months and years to come we will be able to evaluate curriculum gains more specifically.





#### THOUGHTS ON DELINQUENCY

OUR PRESENT concern about juvenile delinquency is absolutely unjustified. People fail to appreciate the tremendous steps that are being taken to handle the problem. State governors have appointed committees. Child development clinics have been organized. Radio and television networks have made their programs more attractive. Modern literature has reached a new high. In a word, all the forces of society are happily engaged in one great push on the incipient little delinquent.

It was not always thus. Juvenile delinquency is an unfortunate heritage. It is horrifying to realize how crudely it used to be handled. An excellent study is the Case of Tom P.—as outlined in the researches of Mother Goose, which have a sensitivity and a validity quite unknown to modern researchers. Tom was a Son of a Piper. In those crude days, pipers were not highly regarded and could not sell a million platters for jukeboxes as they do now. If Tom lived today, he would justify parental encouragement as a night club singer and end up at Las Vegas, so there would be no problem.

Our case history shows that Tom stole a pig. We cannot condone that action, but it cannot be regarded seriously today. There is an overproduction of pigs, and Tom's action might bring a sigh of relief to our hard pressed Secretary of Agricul-

The story continues about Tom—"away he run." (The quotation is obviously from a police report and reveals the illiteracy of the authorities in those unhappy times.) But here is the climat! "Tom was beat." Thus, the case was mishandled, and Tom became a juvenile delinquent, "crying down the street." He didn't even have a hot rod for his getaway.

The manner in which society handles the problems of delinquency today comes as a pleasant relief to the sordid story of Tom P. Today, we assume that (1) pig stealing is not very important, (2) any modern book would inform Tom how to conceal the evidence of piggishness, and (3) psychiatrically speaking. Tom was a victim of unfortunate home conditions.

Tom did make one serious mistake according to modern standards. TV programs prove that he should have faced the pig stealing more openly and shot it out man to man with the pig. He would then have been acquitted by Perry Mason et al., and, with slight luck, might have become a second Mickey Spillane.

The story of Tom is a wholesome example for school administrators. It proves that, psychiatrically speaking, we can learn from past experiences, but not very much.

#### MASS CONFUSION

TODAY'S television programs are so interspersed with Westerns, Indians, singing commercials, and similar eyewash that our youngsters are becoming more and more confused. In a recent history examination, one little girl wrote: "When the redskins get mad, they mascara everybody they can find."

#### HAZARDS OF PENICILLIN

WITHIN THE LAST few months, Chalk Dust has received many letters from school administrators as a result of the publication of the enlightening educational research on the loss of paper clips (The Nation's Schools, January 1959). Encouraged by this approval, Chalk Dust has launched a similar survey on the disappearance of administrative lead pencils, a budgetary item that increases taxes and tempers and frustrates stenographers in every superintendent's office.

In pursuing this study, Chalk Dust used the universally approved research procedure of sending questionnaires to all superintendents. This alone probably resulted in the waste of a few zillion more pencils but, as is customary, no intelligent tabulation was made of either this item or the questionnaire. To further validate the study, a roundup of graduate schools was made, and several hundred discarded researchers were collected from the internment camps supervised by graduate committees.

The findings: Median school superintendents report that X number of pencils are chewed up and demolished daily by antique pencil sharpeners, the erasers having previously been chewed up by the administrators themselves. Several thousand others (pencils, not superintendents) are lost in the files or used as bookmarks or for temporary replacements as suspender buttons. A small group of higher bracket administrators admitted that they always left their pencils in the pockets of the suit they were not wearing. The incidence of these superintendents is so small, however, that it has no statistical significance.

Of much greater moment is the loss incurred by administrative pipe tamping, desk drumming, and pencil chewing during meetings of the board of education. The ratio seems to be governed by the number of bills awaiting board audit. Nonchewable pencils of gold or silver offer no solution, as they are borrowed by board members and lost forever. A somewhat lesser pencil loss is due to another occupational hazard. More than Y pencils are annually lost in poking the snakes, turtles and anteaters (ordinarily used in elementary school projects) into some semblance of enthusiasm.

An enormous number of pencils develop nervous breakdowns and frustrations during work on the budget, and virtually all erasers reach the point of no return at that time. Others suffer schizophrenic tendencies while being used in the public relations program. Surprisingly, while scores of pencils are consumed in preparing speeches for service clubs, the erasers thereof show little wastage.

Another important loss factor seems to be the pencil consumption during meetings with citizens advisory groups, visits of Mrs. Busty, and telephone conversations. During these catastrophes, many pencils are doodled away and lose virtually all of their creative power.

As a result of the research on pencil loss, here are three recommendations:

- 1. Some school administrators should transfer their boards of education, citizens advisory committees, and Mrs. Busty to a Bureau of Missing Pencils and thus channel their activities into more useful purposes.
- Ordinary wooden pencils may be exchanged for indestructible ball point pens, provided enough butter, window panes, and sea water can be obtained from the cafeteria to make such an exchange profitable.
- 3. When in doubt, the administrator may even cut down on his doodling and use the time gained for a little more classroom supervision.
- 4. All used pencils should be sent to some educational foundation for resharpening; those with erasers intact may be forwarded to graduate schools for safekeeping.

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Above: Entrance hall of the Wokingham school as seen from the dining area. In the background is one of the staircases to the four-story classroom block.

### **British School Used As Prototype**

#### MARY NEILL

Deputy Editor "The Schoolmaster" London, England N EW schools are being opened in Britain at the rate of 10 a week — more than one a day. In all, since the end of World War II, more than 4000 schools have been built, and more than 2 million new places provided to meet the needs of the vastly increased school population which results from the high birthrate of the immediate postwar years.

Light, space, color and a range of fully equipped subject rooms designed to enable every child to follow up his or her individual bent are the characteristics of these new schools. Above all, they have been designed to give those who work in them, both children and staff, a genuine sense of community spirit. Typical of modern trends in design is the St. Crispin's secondary school at Wokingham, 40 miles from London, which I visited recently. Planned by the Ministry of Education's own architects, working in close consultation with the local education authority, this school, opened in 1953, was so advanced in design that it is still the prototype for many being built today. Set on a magnificent open site of 27 acres in the Berkshire countryside, it draws its 800 boys and girls from a wide radius, some traveling by school bus from as far as 7 miles distant.

#### **Model for Others**

The first impression on entering the school is the sense of space and light.

Below: An aerial view of the Wokingham school shows vegetable garden in center foreground, buildings and garden courts, middle, and tennis courts at top left. Plan (at right) shows space arrangement for comprehensive program.





The entrance hall, with its colored murals, is only of moderate size, but extending beyond it on the right, separated only by a light screen of indoor plants, is the long dining room with windows running the whole length of one wall.

This "open" plan of architecture, by which adjoining spaces are virtually thrown into one by avoiding rigid partitions wherever possible, is typical of many of the new schools being built in Britain.

The dining room has many uses, apart from school meals. Children may congregate there before school, or at "break-time" in wet weather, to chat and meet one another, as adults might at a club or social center. During working hours small study groups make use of it for private study or for discussions in small groups.

#### **Scope for Budding Talent**

Beyond the dining room are the fine assembly hall, with its fully equipped stage, the small hall, used as a music room, and the gymnasium with its changing rooms and showers.

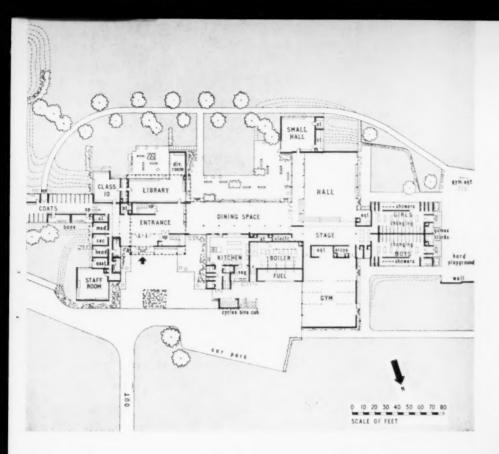
Craft and subject rooms, housed in a separate block, give scope for a wide variety of budding talents. There are the metal workshop with its forge, the woodwork room, practical science rooms, the light crafts center complete with potter's wheel, art and geography rooms, and a delightful housecraft center with three or four small kitchens and other rooms for domestic work opening onto a central teaching space.

I liked best of all the cheerful bedsitting room, with its easy chairs and gaily curtained casement windows looking out onto lawns and gardens. There the older girls take it in turns to serve members of the staff, and sometimes parents, the lunch they have cooked in the adjoining kitchen. Much thought has been devoted to providing space for small groups to work informally. Classrooms are laid out in blocks of three with a common workroom, where groups from any of these classes may retire to make models or do other individual work.

#### Space for Informal Work

Curtained off from the library, one of the focal points of the school, is a pleasant little "exhibition room" with easy chairs and small tables, where I found four of the senior pupils getting on quietly with individual reading and research.





Extensive playing fields, garden plots, and greenhouses and the care of livestock (the piggery and hen-house have been made by the boys) add to the outdoor attractions of the school. And there are several delightful, small, paved gardens (the library leads on to one), with flowers and shrubs and garden seats for those who like to read outside when weather permits.

#### No Discipline Problem

Small wonder that problems of discipline are almost unknown in this school, and that at every turn there is evidence of a lively creative commu-

nity, from the stage sets designed and built in the art and woodwork departments to the wrought-iron gates.

#### **Ideals Into Reality**

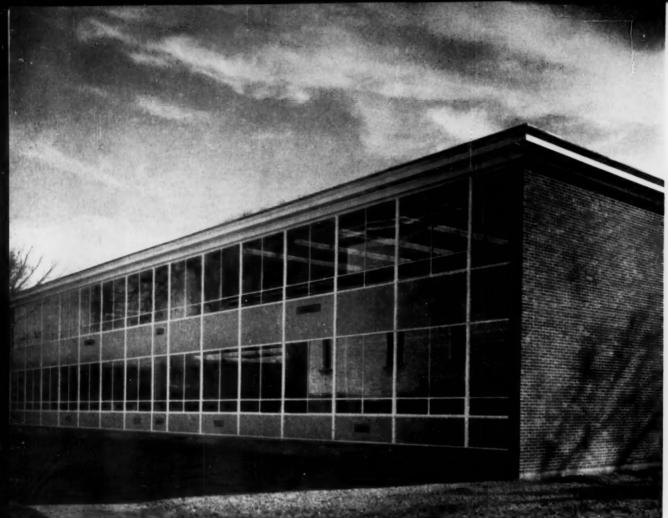
New secondary modern schools such as these are translating into terms of reality the ideal of "secondary education for all" embodied in Britain's 1944 Education Act. These boys and girls, though they represent a wide range of ability and talent, are not primarily "academic" in outlook. Here, whatever their bent, they can give it full scope in a wide range of satisfying work and activity.







Picture at bottom of opposite page shows the garden room of St. Crispin's school with students at work. The tool shed and garden plots are located nearby. Left: Students make use of the school's assembly hall to hold a folk dancing session. Above, right: A view from one of the staircases in the four-story classroom block shows part of the entrance hall of the school; beyond, the multipurpose dining and work area.



Photos by Molitor

## **Old Blends With New**

WILLIAM WIESE II Freeman, French, Freeman Architects, Burlington, Vt. DESIGNING an addition to an existing school building of traditional style is among the more difficult problems confronting an architect today. This is true because, while it is desirable to give the new structure a sense of "belonging," it is equally important that the children not be housed in a building that borrows its design and structural system from the past and thus precludes a favorable learning environment.

In solving the problem at St. Johnsbury Academy, St. Johnsbury, Vt., the objective of our firm was not to design the addition to look like the existing building. Rather, it was to blend the new with the old by using the same materials, colors and proportions. This is in keeping with our firm's philosophy of design.

Harmony between the old and new sections of a building can be achieved if the scale does not change and if materials are matched. In some cases a detail from an existing building may be modified and reused on an addition in a way that will tie the two structures together.

Economy of construction was an additional consideration at St. Johnsbury. Comparative estimates conclusively indicated that the building designed for and constructed with modern materials and detailed to take advantage of modern skills is considerably less expensive than a building constructed with modern materials but in a design no longer representative of its inhabitants and detailed in a way unfamiliar to modern labor.



## in Form, Color



Left: The contemporary design of the addition to St. Johnsbury blends with older part. Below: In new building, architects used materials, colors and proportions from old part.

Here is what was actually done to achieve the desired integration at the academy: We proportioned the doors, the voids, the solids, and the entire mass of the addition so that the students occupying the building would bear the same relation to the entire new design as they would bear to the design of the existing structure. Basically, the textures and colors used in the new portion are identical with those of the old. The brick also is identical. All exterior trim has been painted white to match that of the original building. As a final tie, we borrowed the cornice from the older building, modified it, and applied it as a functional new form.

While at first glance the completed structure may appear to bear little relation to the surrounding buildings, closer examination shows that the repeating symmetry of forms found in the design of the older colonial structure is present in the new one as well.

The only real departure from the design and texture of the old building is the insulated metal panels at the spandrels; however, we believe that their use has not made this design incompatible with its neighbor. Also, they provide color and lightness of structure that contrast with the heavy mass of the adjoining colonial facade.

The addition is completely incombustible. It has a light steel frame (3 by 3 inch steel tube columns), thin concrete floors on mesh and bar joists, curtain wall metal sash and panels, and brick and concrete block masonry walls. Roof construction is steel deck with impregnated fiber board insulation and a four-ply, built-up roofing coated with gravel.

New spaces provided include a locker room wing, which connects the new instruction centers with the existing building. In addition to five regular classrooms, an art studio, a biology laboratory with a greenhouse, a physics laboratory, a chemistry laboratory, and general science room were added.

Total area of the addition is 17,796 square feet. The final contract price was \$264,545, or \$13.74 a square foot.

Working with the architects was Headmaster Elwin H. Twombley.

#### OPINION POLL

#### **Fingerprinting School Employes**

Should public schools require that employes be fingerprinted as a means
of protecting children against the possibility that people with criminal
records may have been employed?

Yes .... 37% No .... 56% No opinion .... 7%

- 2. If so, which of the following should be included:
- a. Toaching and administrative personnel?

Yes .... 85% No .... 4% No opinion .... 11%

b. Honteaching personnel, including custodians and clerks?

Yes .... 89% No .... 0% No opinion .... 11%

c. Should the rule apply only to new employes, or to all employes regardless of their years of service to the system?

New ... 27% All .... 72% No opinion .... 1%

#### A nationwide sampling of superintendents' opinions by The Nation's Schools

Fingerprinting of public school employes, when the purpose is to detect a possible criminal record, was rejected as a policy by more than half of the schoolmen who replied to this month's nationwide opinion poll. Fifty-six per cent of the respondents said they would not have school personnel fingerprinted.

"If fingerprinting were to be used as a means of identification, rather than of criminal recognition, it would be more acceptable," explained a Minnesota administrator. "This proposal is an infringement upon the good name of all school personnel. Most people think fingerprinting has a nefarious taint," he continued.

Respondents representing the opposite side of the question upheld the philosophy of a California superintendent: "The greatest freedom is enjoyed by those who have nothing to hide."

Another administrator from the same state consented to fingerprinting in these words: "I believe the truth should be known, as decisions based on the truth will protect all persons concerned."

If public school employes must be fingerprinted, then everyone should be fingerprinted, most administrators replied. "No one segment of society or no one occupational group should be singled out for fingerprinting," asserted a Wyoming schoolman.

All adults who come in contact with children should be fingerprinted," stated an Idaho administrator. He listed these specific occupational groups as likely candidates for fingerprinting: soda fountain clerks, poolroom operators, restaurant operators, camp and recreational personnel, and Y.M.C.A. personnel. Other superintendents would include doctors, lawvers, bankers and clergymen.

Perhaps students should be fingerprinted to protect school employes, some schoolmen suggested. A North Dakota respondent endorsed this plan because he thinks it may decrease juvenile delinquency.

#### **Would Not Include Teachers**

Among the administrators who favored fingerprinting public school personnel, 85 per cent would include the teaching and administrative staff; an even greater number, 89 per cent, would concentrate on the nonteaching personnel, clerks and custodians.

"Many degenerates seek employment in school systems," a Connecticut superintendent pointed out. "This procedure would protect children from such persons." An Oklahoma superintendent favored fingerprinting all school employes but specified that the criminal records of such personnel not be publicized. "More than 90 per cent of the teaching and nonteaching staff of any school has violated some law — traffic, game or parking — during a lifetime. It is not important that these offenses be known," he commented.

An Ohio respondent who favors fingerprinting added: "If an employe has a criminal record, but is truetworthy and is doing a good job now, his past record should not be held against him."

Who should assume the responsibility of fingerprinting the school staff if this practice is considered necessary? The state should be responsible, shouted the majority of respondents. "Teachers receive certification from the state; therefore this job should fall to the state," an Iowan maintained.

Other administrators would give the work to the individual schools. A New Mexico schoolman objected on the ground that "the added load of fingerprinting school employes would not be justified. Teachers are thoroughly screened before they are hired. The possibility that people with criminal records may be employed is practically nil."

#### Size of District a Factor

Some schoolmen contended that the size of the school or school district would indicate the need for finger-printing school personnel. "Finger-printing of employes is not so much of a problem with a small district, where everyone knows everyone else, as it is in a large district," according to a Pennsylvania respondent.

"Most of our teachers live in town. Any new one being hired is carefully investigated," an Iowan added.

"We have only 35 teachers in our system. Since our contact with them and other employes is so close, we need not fingerprint them," an Illinois administrator reported.

If school systems require employes to be fingerprinted, 72 per cent of the superintendents said they would apply the rule to all employes, but 27 per cent would apply it only to new employes.

"Employes with less than five years' service would be fingerprinted in our school district if the policy were adopted," said an Oklahoman.

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## **Boards Bound by Powers Specified in Statutes**

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

THE school board has only those powers definitely delegated to it, and those necessarily implied therefrom. It is bound by the statutes; the courts, in interpreting or applying statutes that deal with the authority of boards of education, are inclined to interpret such statutes strictly.

A recent Arizona case concerned itself with the interpretation of a statute which the court held to be unambiguous. In this case it appears that the school board of School District No. 6 of Pima County, intending to dismiss certain probationary school teachers at the end of the school year, sent them notices to that effect by registered mail on March 15, 1957. None of these was received earlier than March 16. Some teachers received them on that date, others on March 18, and one teacher apparently failed to receive any notice.

#### **Action for Reinstatement**

The teachers, objecting to the action of the board, then brought an action in mandamus to compel the board to reinstate them for the following year. The lower court held in favor of the teachers, and the school district appealed. The action then came on to the supreme court of Ari-

zona for review.

The teachers' objections to the action of the board were based upon their contention that the board had not followed the statute. The statute (A.R.S. §15-252) provided that teachers must be given notice on or before March 15 if their contracts for employment were not to be renewed for the succeeding year. Otherwise, the contracts would be automatically renewed without further action on the part of the board.

The board, while not denving the effect of the statute, contended that it should not be bound by strict compliance therewith. It argued that the purpose of giving notice was only informational, that it was "to inform the teachers that their rights have been affected so that they may plan their personal affairs accordingly." It appeared to reason that, the letters having been mailed on March 15, the teachers had had ample time to plan personal affairs and therefore its action should be interpreted as legal.

In arriving at its decision, the court looked to the nature of the notice provisions of the Tenure Act. It reasoned that they create a personal right and that they must be strictly followed. In so doing, the court referred to a previous case, Tempe Union High School District v. Hopkins, 76 Ariz. 228, 262 P. (2d) 387. By reference to another case. Cameron v. Shuttleworth, 75 Ariz. 61, 251 P. (2d) 659, the court also concluded that in those cases in which the statute requires notice, but does not specify the manner in which it shall be given, then "personal notice is required."

This, of course, raised the question of what constituted personal notice. Without attempting to decide that such notice permits service by mail. but assuming that it did, the court held that the appellant, the board of education, was "still faced with the insurmountable hurdle of the clear language of the statute that appellees [the teachers] were to be given notice on or before March 15, 1957." This meant that the court gave a strict interpretation to the statute. The effect of its argument was that the mailing of the notice on the date set by statute was not conclusive of the matter, that the notice must be actually received by the teacher on or before the date mentioned. The fact that it was not received previous to the date specified, the court reasoned, had the effect of invalidating the action of the board.

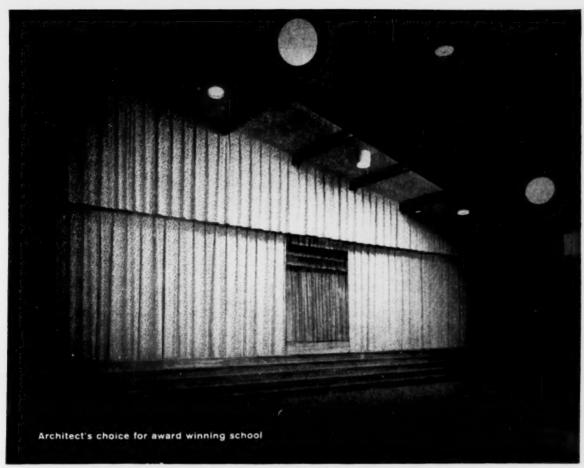
In so holding the court said: "The rule has been laid down that in the absence of custom, statute, or express contract, a notice sought to be served by mail is not effective until it comes into the hands of the one sought to be served." This is the crux of this case. Had the notice been mailed early in the day and received by the teachers on the same day, March 15, then it would appear that the court would have approved the action of the board.

#### **Not Court Function**

In commenting on the board's contention that it should not be held to strict compliance with the statute, the court pointed out that if it had extended the date to the 16th or the 18th or to any other time that it might consider reasonable, the effect would be to set aside the unambiguous language of the legislature. This, it held, was not a function of the courts. In so doing the court was conscious of another general principle of law to the effect that the executive, legislative and judicial departments of government each function within their own realms, and that for the judicial to override the clear intent of the legislative department of government would have the effect of invalidating the principle of separation of powers.

School boards should take definite cognizance of the principle involved in this case, namely, that where a board is required by statute to give notice on or before some specified date, the courts are likely to hold that such notice is not effective until the date of receipt. This means, of course, that in fulfilling the statute the board should anticipate the date, that it should serve notice, in sufficient time preceding the date, so that it will actually be received on or before the date prescribed by statute.

<sup>\*</sup>School District No. 6 of Pima County 1. Evelyne Barber, Christine Doll, Helen Angel, Louise Summers, Agnes Timberman, and Mars Thomas, 332 P. (2d) 496 (Ariz I



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## Food Habits of the Teen-Ager

are often regrettable. The school lunch should be planned to serve these special needs, particularly those of the girls

ERCEL S. EPPRIGHT

TO SAY that all teen-agers are poorly fed and are ready to crash nutritionally is probably erroneous. Adolescence is an eventful period, and food habits during this period vary widely among individuals and between the sexes.

Today the school lunch is recognized throughout the world as a means of improving the food habits of children and their nutritional status. In our state (Iowa) the school lunch has been effective in reducing the number of inadequate diets of the 9, 10 and 11 year olds, but it has not been so effective with the teen-agers.

#### Iowa Findings Typical

Studies of the diets of people of various ages have been made in the last 10 years chiefly through the state agricultural experiment stations in cooperation with the U.S. Department of Agriculture. Many of these studies have included teen-agers. I shall speak chiefly of the results of these studies in Iowa, although they are about the same as in the other states.

The Iowa studies included about 200 teen-age boys and the same number of teen-age girls. The mean daily intakes of food energy and 10 nutrients were estimated from seven-day dietary records for school children at

successive ages from 6 through 18. Except in calcium, boys tended to have larger intakes at successive years, with a tendency for the intake to level off at about 17 years of age. In other words, as boys grow older and get larger they eat more. But this is, not true of girls.

#### Nutrition Lowest at Age 15-16

The mean intakes of food energy and 10 nutrients among the girls increased irregularly from the age of 6 up to 12. After 12, except for Vitamin C, they either reached a plateau or gradually decreased. Also except for Vitamin C and niacin the average intakes of girls during most of the teenages were lower than the Recommended Dietary Allowances. Wide gaps existed between the actual intakes of calcium and iron and the allowances. A marked decrease in intake of food energy and most nutrients took place between the 15th and 16th years.

In each age-sex group, approximately 12, 42 and 46 per cent of the total food energy values were obtained from protein, fat and carbohydrate respectively. As the children grew older they stopped taking vitamin and mineral supplements. At the age of 15, only 2.2 per cent of the boys and

4.1 per cent of the girls received these supplements in contrast with 22.5 per cent of the boys and 19.3 per cent of the girls at the ages between 6 and 8.

Teen-age boys used more milk than younger boys, it was found, but teenage girls, particularly after they became 14 years old, used less milk than the younger girls. Girls of 15 and older averaged less than 3 cups daily. At each age girls had lower intakes of milk than boys.

The average number of calories from meat was sufficient at each age to indicate an intake of one serving or more daily. Legumes and meat substitutes were eaten liberally.

#### Slump in Bread Eating

The mean daily cereal intake for boys increased from 390 calories at 6 years of age to 625 calories at age 14, or from the equivalent of about six slices of bread to 10 slices of bread. It remained at a high level during the later teens.

For the girls, the intake of cereal foods ranged from approximately 350 calories at the age of 6 and 7 to 503 calories at the age of 14 (from 5 to 7 slices), but after 14 the cereal intake fell off

Boys consumed sweet foods including candy and soft drinks to the extent of about 110 calories a day at 6, 7 and 8 years old; this ran up to 200 or more when they became 15 or older.

Girls of 6, 7 or 8 consumed this type of food to the extent of about 100 calories; by the time they were 14, 15 or 16 this had gone up to 150 calories, but at the age of 16 or 17 it dropped off.

Desserts not composed mainly of milk, eggs and fruits, such as a piece of pie or cake, added from 250 to 475 calories to the boys' diets; correspond-



Ercel S. Eppright is head of the food and nutrition department at Iowa State College, Ames, a position she has held since 1945. In 1957 to 1958 she was on leave of absence for an assignment with the food and agriculture organization in Baghdud, Iraq. Earlier Dr. Eppright was with the Texas Woman's University and the University of Texas. She has also taught in several elementary and secondary schools. She received her bachelor's degree from the University of Missouri, her master's degree from the University of Texas, and her Ph.D. from Yale University. She is speaker of the house of delegates of the American Dictetic Association.

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ing figures for girls were 200 to 400.

Approximately 50 calories daily were obtained from each of the two vitamin-rich groups of fruits and vegetables (i.e. the green and yellow, and the Vitamin C rich), and from 250 to 400 calories from other fruits and vegetables. The diets on the whole included daily about one-third serving of the green and yellow vegetables and fruits; about one-half serving of Vitamin C rich fruits and vegetables, and approximately three servings of other fruits and vegetables.

The most conspicuous change with age was the decrease in the percentage of calories from milk and cereals among teen-age girls.

The distribution of calories among meals and snacks was studied. It turned out that teen-age girls took in a smaller percentage of their total calories at breakfast than younger children but increased the proportion of calories at snack times. Noon and evening meals were about equally important as sources of calories, with a slightly larger proportion in the evening than at noon. Snacks eaten by teen-agers were calorie rich but nutrient poor.

Teen-age boys ate better breakfasts than girls, except for the Vitamin C content. Only one youngster in five who missed breakfast made up for the losses at this meal and finally obtained what might be termed a good diet. More of the children over 12 than below had breakfasts poor in protein.

In comparing the best with the poorest diets, it was found that the best diets are higher in total calories.



As people eat more they are more likely to obtain the nutrients they need. The diets that fully met the recommended allowances were higher than those that failed to meet the allowances in the proportions of milk, fruits and vegetables they contained.

In the late teens the girls with diets of lowest nutritional adequacy had more calories in the form of sweet foods and desserts than had those persons with totally adequate diets. It seems possible that a relatively high consumption of desserts and sweets was one of the factors that contributed

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to the poor diets of teen-age girls. In general, the meals of the children with the best diets differed from those of the poorest mainly in quantity. The greatest qualitative differences between the meals of the two groups were in breakfast and snacks.

#### Vitamin C in Breakfast

Teen-age boys and girls with the best diets obtained 26 or 27 per cent of their Vitamin C at breakfasts; those with the poorest diets, only 18 or 19 per cent. Children who had a food rich in Vitamin C at breakfast were much

more likely to have a sufficient quantity of this nutrient than those who

The nutritive quality of the snacks of children with the poorest diet was much below that of those with the best diets. This led us to believe that breakfast and snacks are crucial factors in determining the quality of the diets of children. If the amounts of food eaten at noon and evening meals improve, the poor diets could be raised to a better class. In other words, children with poor diets usually need to have more to eat, especially more milk,

fruits and vegetables, and to have better breakfasts and snacks.

#### To Study Diet and Tooth Decay

Dental caries is a problem among Iowa children. We are now engaged in an effort to see whether this condition can be correlated with their diet on an individual basis. As a group, the children do have diets that appear low in calcium and few have had supplementary Vitamin D. These conditions would seem possibly related to the group situation.

Some studies were also made of overweight and obese girls. Generally speaking, we found fewer fat girls among those with excellent diets than among those with poor diets. It is advisable to begin early to teach the child good food habits and to keep an eve on body weight. Most of all, teenage girls-and boys, if need be-should be indoctrinated with the dangers of bad diets and the importance of maintaining good nutrition at successive ages.

The school lunch should be planned to serve the special needs of teenagers. Girls need special help. And at least one good home meal would help boost nutritional facts and figures among teen-agers and would probably contribute to the emotional stability of the adolescent.

Adapted from a speech given before the Chi-igo Nutrition Association, March 1959.

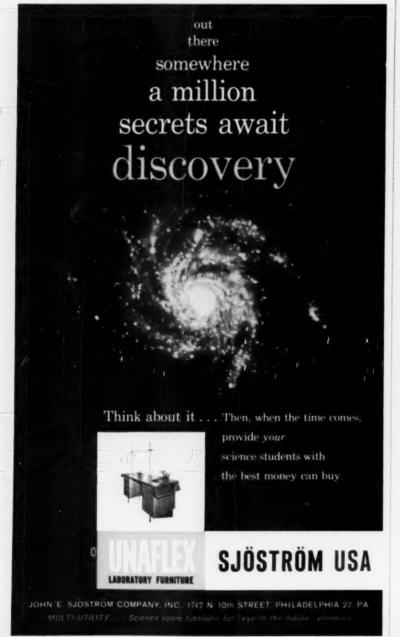
#### Says More Protein in Diet, Less Nearsightedness

LONDON, ENGLAND.-Children suffering from nearsightedness can be helped by feeding them a special, well balanced diet, reported P. A. Gardiner, ophthalmology researcher at Guy's Hospital here.

A one-year study was conducted comparing experimental and control groups of children who suffered noncongenital nearsightedness. The experimental group received a diet containing an increased amount of animal protein. The control group continued on its regular diet.

The study revealed that some children 12 years old or more in the experimental group actually improved in their nearsighted condition; and that, in some cases, the gradual deterioration of vision associated with nearsightedness stopped.

Unitarian Support. Members of the Unitarian Church are willing to pay higher taxes if federal aid to education could not be financed out of present revenues, the executive director of the Unitarian Fellowship for Social Justice, Mrs. Paul Blanshard, said recently.



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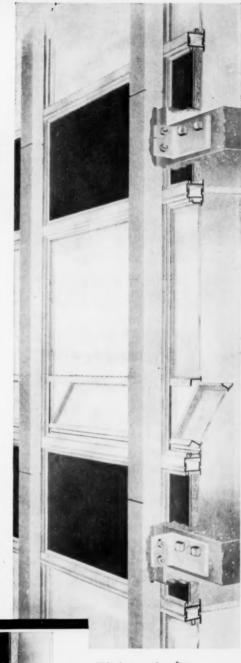
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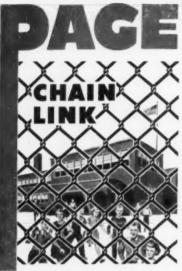
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#### Superintendent Tells Little Rock Story

It HAS Happened Here. By Virgil T.
Blossom, former superintendent of
schools, Little Rock, Ark. New York:
Harper & Brothers, 1959. Pp. 209.
\$2.95.

A year that began in hope ended in horror. It was 1958, and the place was Little Rock, a pleasant, progressive city with a carefully planned three-phase program of racial integration of schools.

The story of how this Arkansas town rushed headlong from tolerant, even friendly race relations to tension, hysteria, hatred and violence is told by one of the principal characters, Virgil I. Blossom, then superintendent of schools, in "It HAS Happened Here." The volume, off the press May 27, is a social document as exciting to read as it is terrifying.

Between August and December 1958, the city's school system was wrecked; the industrial boom that had brought 34 new manufacturing plants was stopped dead: banks and businesses, threatened by or victims of boycotts, were damaged; communication between white and Negro citizens was severed, and the hope of some agreement among white factions died an ugly death.

Said a local banker, who is quoted in the book: "I never before understood how it was that Hitler and Mussolini were able to exercise dictatorial power over so many people. Now I know from experience how they took over."

Headlines that brought rejoicing in Moscow, disillusionment in Asia, and dejection to white men of good will everywhere were sometimes misleading. Even the most careful newspaper or newsmagazine reader did not always get a balanced picture of the events that led to the close of the three public high schools of Little Rock. It is left to Virgil Blossom to give this tragic story chronologically, completely and with objectivity. Its emotional intensity springs from the events, not from the narration.

#### **Opposition to Segregation**

The embattled superintendent makes it very clear at the start that the people of Little Bock generally opposed the Supreme Court decision on school integration. They wanted to avoid integration if legally possible and, if not, they wanted a legal minimum of integration.

During the summer of 1954 the school staff started research and then preparation for integration and evolved a plan that they peddled before hundreds of meetings of civic, business, church and social groups. The reaction was favorable and the board and Mr. Blossom believed the program had every chance of success.

They had failed to reckon, however, with two dominant forces: (1) a deliberate plot by segregationists all over the South to force a finish fight in Little Rock to forestall a showdown on the home grounds, and (2) the "vacillation of political leaders at state and federal levels."

In the beginning, the book observes, Orval Faubus was a gradualist in regard to desegregation. In order to get his second term tax program through the legislature, he was forced into some horse trading with the extreme segregationists of eastern Arkansas. That brought him under heavy, increasing political pressure.

Then as the summer vacation of 1958 began to draw to a close and the integration of a handful of Negro students at one local high school was in prospect, racists from other Southern states began to beat a path to the door of the governor's mansion. "If the Little Rock integration plan succeeds, we will be next," they reasoned, and Deep South extremists had no intention of being next.

#### Some Recommendations

Supt. Blossom makes some specific recommendations to federal, state and school officials in regard to future planning for integration. He ends his report on the following note:

"But, most important of all, perhaps, the people of the South must come to realize that, with desegregation the law of the land, every school district will be better off if it complies intelligently by planning its own program instead of delaying until the federal government steps in to enforce school integration.

"There cannot be any single, standardized program for all. Each community is different and each plan must be unique. Some may find it best to start integration in the primary grades as was done at Nashville. Others may prefer to start at college levels and work down through the secondary and elementary grades as was done in St. Louis. Or complete immediate integration — as at Louisville — may be the best solution....

"I do not want to leave any impression that school integration in the South will be easy or rapid. Far from it. Progress is seldom easy: the transformation of a traditional way of life in which millions of persons sincerely believe is impossible without pain and anguish. There will be resistance, sometimes bitter resistance. In some areas today the people will not consider any kind of integration. They won't even talk about compliance with the law. But the law is still there, and it won't disappear no matter how tightly they close their eyes or their minds."

Mildred Whitcomb

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# The Killian Report

▶ The President's Science Advisory Committee released its report, "Education for the Age of Science," on May 24. It presented little that had not previously appeared in the reports of the President's Committee on the White House Conference on Education or his Committee for Scientists and Engi-

Nevertheless, this pronouncement is notable for its eloquence and its emphasis on the long-term dependence of our society on education. "No social activity . . . is more important than education," say M.I.T. President James B. Killian Jr. and his fellow scientists and engineers.

Not surprisingly, the committee strongly advises more study of science and mathematics. It recommends that all college students spend between 15 and 20 per cent of their time studying science, saying its values include national defense, wise social applications of technology, and humanizing aspects that should make it a part of the education of every citizen. The committee falls just short of defining the sciences as liberal arts. Pleading for a proper balance in our educational offerings, it fears that there has been inadequate emphasis on science and mathematics.

The report emphasizes the importance of establishing conditions of employment that will attract and retain competent teachers. This is old hat, but bears repeating, as the President was quick to recognize in his statement covering the report.

A major recommendation is that secondary school and college curriculums be modernized as rapidly as possible. Leading scientists, scholars and teachers are called upon to revise the content of courses on the basis of the scholarly research in each field, to produce the necessary textbooks and other teaching aids, and to develop and supply laboratory equipment and materials to make science courses meaningful, useful and exciting. Schoolmen will concur, provided that "teachers" is defined broadly enough to include all who really understand and have responsibility for elementary and secondary schools and their curriculums,

and that the scientists and scholars from the universities and the federal government do not attempt forced feeding of impracticable ideas.

In financing, the committee says that " . . . under no condition should able young people be forced to discontinue their education at any level for economic reasons. They are the nation's most valuable, and its ultimate. asset. The nation as a whole should take the responsibility for seeing that they are permitted to make themselves as useful as they can become." It recommends doubling the current \$15 billion annual expenditure for education as a "minimal" goal, stating that ... very large national programs are called for, together with the best efforts of teachers, scholars, parents and citizens.

Words and actions differ. Currently, the Administration is fighting to: (1) raise the 1960 appropriation for the National Science Foundation to \$160 million from the \$143 million voted by the House of Representatives; (2) reduce the 1960 appropriation for the federal assistance laws from the \$225 million voted by the House to \$164 million; (3) kill the amended Murray-Metcalf bill that would strengthen all elementary and secondary education; (4) substitute a so-called school construction bill of its own that is widely believed to constitute federal meddling without substantial federal assistance to the schools

The National Science Foundation is moving into the fields of teacher preparation and curriculum revision for the elementary and secondary schools. This may indicate that federal and state education agencies, school boards, and professional school people may be losing leadership in the most important of educational policies and practices. When this leadership is assumed by special pleaders for special fields, the actions necessary to strengthen all education will become more difficult.

# Politically Partisan

▶ Eighteen Democrats of the House committee on education and labor approved the revised Murray-Metealf bill on May 14, with eight Republicans and two Democrats voting in the negative. Chairman Graham A. Barden, who opposed the bill, will send it to the House rules committee when the printed report of his committee's action becomes available. The vote in the House, should the bill get through Rep. Howard W. Smith's rules committee to the floor of the House, will be close.

The issues in the legislation, such as the amount of funds authorized, the formula for distribution to states, the authorized purposes, the Powell amendment, and state and local autonomy are not new, but the political situation is more politically partisan than ever before. A private survey has shown that among the 144 Representatives definitely committed early in May to the amended bill, only seven are Republicans.

Should the Murray-Metcalf bill pass in this session of Congress it would almost certainly draw a presidential veto and set an issue for the second session of Congress and the 1960 elections. Most observers believe the Administration's bill has little or no chance for serious consideration at any time in the 86th Congress.

# Good Start for N.D.E.A.

▶ Progress in placing the N.D.E.A. in effect, insofar as federal-state arrangements are concerned, were as follows in the 50 states and other jurisdictions at the end of May.

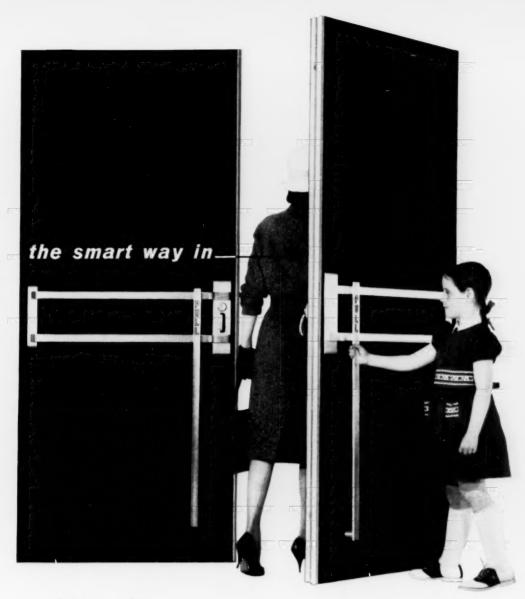
Under Title 3, which authorizes federal funds for materials and apparatus for the improvement of instruction in science, mathematics and modern foreign languages, 48 had submitted state plans and 47 had been approved.

Under Title 5, which authorizes federal funds for guidance, counseling and testing. 49 had submitted state plans and 45 had been approved.

Under Title 8, which authorizes federal funds for technical and vocational education, 49 plans were approved.

Under Title 10, which authorizes federal funds to improve and strengthen educational statistics provided by state and local educational agencies, 37 state plans had been approved.

(Continued on Page 76)



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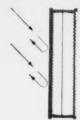


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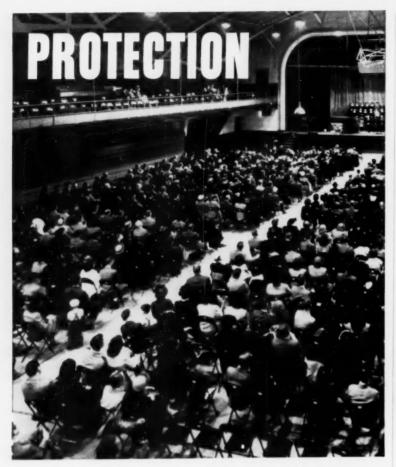
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Altogether, the N.D.E.A. is off to a good start, considering the complexity of its provisions. Some state legislatures were still struggling with the problem of state matching funds and a very few legislatures had refused these funds at the end of May, but this is par for the course.

### Fiscal Facts

▶ The Bureau of the Census reports that total federal grants to the states for the fiscal year 1958 were about \$4.5 billion. Only \$0.492 billion of these grants were for education, with highways receiving \$1.496 billion and welfare \$1.793 billion.

In the same fiscal year the *state* governments made grants from state funds of \$4.5 billion to public school districts, and an additional \$2.3 billion to institutions of higher education. Total state expenditures for all purposes rose from \$15.0 billion in 1951 to \$28.1 billion in 1958, and the states had an excess of expenditures over revenue of \$1.9 billion in the latter year.

# Russia Requires Driver Courses Even Though Cars Are Few

WASHINGTON, D.C. — Although driver education is compulsory in Russian schools, few students study the subject for practical purposes. Ruth Dunbar, staff correspondent for the "Chicago Sun-Times" who visited Russia recently, explains that the course is taught so that young people will learn the development of the automobile engine, which is basic to all engines and hence to industry.

Russian driver education courses occupy the best equipped rooms in school, Miss Dunbar reports. Students learn how the motor works, how to take it apart, and how to put it together again.

Only about 50 per cent of the students have qualified for drivers' licenses, despite the length of the course — three to four hours a week for two years, she said. Few Russians can afford to own a car.

# Health Authorities To View New Scientific Developments

NEW YORK. — Some 4000 health authorities from various parts of the world will examine significant new public health programs when the American Public Health Association holds its 87th annual meeting in Atlantic City October 19 to 23.

Berwyn F. Mattison, executive director, said that sessions will emphasize both practical community application of recent scientific developments and "a timely review of the scientific bases for public health work."

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# NEWS IN REVIEW

# U.N. Leader Will Talk to N.E.A. Summer Meeting

WASHINGTON, D.C. — An address by Charles Malik, president of the U.N. General Assembly, will highlight the 1959 N.E.A. summer convention meeting in St. Louis June 28 to July 3. Approximately 10,000 to 12,000 persons, including 5700 official delegates, are expected to attend.

The opening address, to be delivered by Ruth Stout, N.E.A. president, will introduce the convention theme, "Quality in Education." Other convention speakers include John Gardner, president, Carnegie Foundation for the Advancement of Education; Herbert Smith, president, National Science Teachers Association, and Earl J. McGrath, former U.S. commissioner of education.

Paul Hanna, Stanford University, will discuss the national curriculum. A report on the 1960 White House Conference on Children and Youth will be given by Mrs. Rollin Brown, conference chairman and former president, National Congress of Parents and Teachers.

In 475 discussion groups, delegates will debate the problems of a balanced school program and how teachers can organize a more effective curriculum.

President-elect is W. W. Eshelman, supervising principal, Upper Dublin Schools, Fort Washington, Pa.

# Seeks Rehearing of School Negligence Ruling

CHICAGO. — The board of education here has asked for a rehearing of the Illinois supreme court decision that school districts are responsible for negligence of their employes.

In a case involving the Kaneland Community Unit School District, Kaneville, the court recently ruled that the 18 pupils who were injured in a school bus accident on March 10, 1958, can sue the district for damages. The district faces suits totaling \$2.5 million now.

The Illinois supreme court ruled that "school districts are liable in tort for

(Continued on Page 83)

# **Five Million More**

WASHINGTON, D. C. — The number of U.S. school children may increase more than five million during the next four years, reaching nearly 49 million totally, according to the Census Bureau. Now, there are 43,347,000 children between the ages of 5 and 17.

**English Teachers Build National Headquarters** 



CHAMPAIGN-URBANA, ILL. — The National Council of Teachers of English will establish national headquarters here next fall when construction of a permanent center building is completed on the University of Illinois campus, according to J. N. Hook, executive secretary. The

purpose of the organization is to improve instruction in English. The council, a nonprofit organization with more than 50,000 members, will bear complete construction costs. The university has granted a 75 year lease to the association on the site.

# P.T.A. Conference Emphasizes Adult Well-Being, Teacher Welfare, and Better Family Life

DENVER. — The child-centered P.T.-A. is about to concentrate more of its attention on the welfare of adults.

This new emphasis on adult well-being is part of a four-part action program launched at the 63d annual convention of the National Congress of Parents and Teachers held here May 17 to 20.

Mrs. James C. Parker of Grand Rapids, Mich., National Congress president, said the program, presented to more than 3000 delegates in pamphlet form, "explains the needs of preschool children, school-age children, adolescents and adults," and sets forth some P.T.A. projects aimed to meet the needs of each.

"If parents are tense, troubled, unstable, ill or unemployed, children feel the effects," she said. "If P.T.A.'s want to serve children effectively, they have

# Late Lines . . .

WASHINGTON, D.C. — "I would recommend a Presidential veto" if the Murray-Metcalf bill is adopted by Congress, H.E.W. Secretary Arthur S. Flemming told newsmen here.

ATLANTA. — Public schools here have been given "a reasonable time" in which to submit a plan for integration. An injunction granted by U.S. District Judge Frank A. Hooper enjoins the school district from discriminating against Negro pupils.

to be concerned about the adult members of families also—about their health, education, employment, acceptance in the community, and the like."

Teacher morale is also important to P.T.A.'s, she declared, because "a teacher who feels underpaid, overworked and undervalued can't teach with the emotional balance and generosity that characterize good teaching. That is why one of our recommended projects in the adult part of the program is to set up a special committee to work on teachers' welfare."

In her keynote address to the convention, Mrs. Parker challenged delegates representing more than 45,200 P.T.A.'s to "make research in development of healthy personalities as important as the development of military hardware." She suggested the designation of 1960 as World Mental Health Year.

Research on a nationwide scale, as proposed for the 1960 White House Conference on Children and Youth, was previewed for the convention by Mrs. Rollin Brown of Los Angeles, chairman of the National Congress committee for the 1960 conference. She urged delegates to make sure their state congresses are represented on state planning committees to ensure full participation in the conference, March 27 to April 2, 1960.

The convention also heard A.A.S.A. President Martin W. Essex, Akron, Ohio, (Continued on Page 82) In the New Mills High School ...

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# P.T.A. Conference

(Continued From Page 80)

present a four-point program for improving the partnership between parents and teachers.

Dr. Essex urged cooperation between parents and educators to:

1. Allow individual judgment of the abilities of each child "so that his inventory of assets and deficiencies can be understood and accepted dispassionately by parent and teacher."

2. Achieve "more unity of agreement as to the basic objectives of American education, its curriculum, and its methods of instruction. The American school should be the image of what the citizenry wants and is willing to pay for."

3. Consider a program for improving the mental health of children, especially those with such handicaps as broken homes. "Perhaps it is time that our partnership considered the imperativeness of something comparable to the C.C.C. camily of depression years," though with more educational emphasis.

4. A legislative program aimed at "revision of the laws that govern school financing. Our people should know that one of America's national blind spots is its concept of paying for good schools. Education is not making progress commensurate with the demands that con-

front us. No group is likely to make as much difference in the attitude of our people as P.T.A. Perhaps the time has come to devote a series of national conferences to this significant issue."

Participating in a discussion of Dr. Essex's "partnership" ideas were Supt. J. C. Moffitt of Provo, Utah, second vice president of the National Congress; Supt. Paul J. Misner of Glencoe, Ill., Congress chairman for school education, and Supt. Kenneth E. Oberholtzer of Denver, a former second vice president of the Congress.

At the convention's opening session, a centennial pageant commemorating Colorado's "rush to the Rockies" was presented by Denver high school students.

The National Congress honored another educator by presenting its national life membership to Ruth Stout, president of the N.E.A.

### **Family Theme**

Theme of the four-day meeting was "the family and the growing personality." A leading speaker in one symposium was Robert J. Havighurst, professor of education at the University of Chicago. He told delegates:

"Everyone who teaches children or studies children is convinced of the fundamental importance of the family in the child's success in life. School, church and community agencies cannot make up for the failures of the home, nor can they spoil in any fundamental sense the good work of a good family.

"The family is absolutely fundamental to competent social adjustment. The socially maladjusted child generally lacks basic confidence in himself, and only the family can instill basic self-confidence in a child.

"The family is essential in the formation of moral character. It is the family's combination of love and punishment that teaches a child the difference between right and wrong, and gives him the inner moral strength or conscience that is the backbone of moral character.

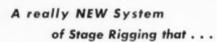
"Intellectual development also depends basically upon the family. No child is so intelligent by birth that his mind will develop without stimulation from outside. The intellectual development of the earliest years comes mainly from the family. Without the stimulation of talk with parents, answers to the child's questions, and examples by parents of reading and other forms of mental activity, even the child with great intellectual potential will appear to be a moron.

"Not only the good adjustment of the child in school and community depends on the family; it is unfortunately true. too, that bad adjustment—delinquency, school failure, and social maladjustment—can in most cases be traced back to an inadequate family," Dr. Havighurst said.

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# **Illinois Court**

(Continued From Page 80)

the negligence of their agents and employes, and all prior decisions to the contrary are hereby overruled."

A detailed analysis of the decision and what it implies for schools will be presented in the August issue of The Nation's Schools.

# Architects Sponsor School Fire Safety Conference

WASHINGTON, D.C. — During the coming fall, possibly in September, the American Institute of Architects is sponsoring its first national conference on school safety here. More than 200 persons will be invited.

In anticipation of the meeting, representatives of 15 national groups met in Washington during April for two days. On hand were architects, fire safety officials, school officials, and research specialists. Henry L. Wright, member of the architectural firm of Kistner, Wright and Wright, Los Angeles, noted that local authorities in many instances have imposed "excessive demands on jobs now being designed."

Shirley Cooper, associate secretary of the A.A.S.A., referred to the problems created by replacement of fixed masonry walls with thinner, movable partitions. The matter of remodeling old schools to make them fire safe is a hard problem for many communities, he said.

# Conant Study Will Inspect Junior High Schools

NEW YORK. — James B. Conant, president emeritus of Harvard University, has announced plans for a study of the junior high school, as an extension of his present two-year study of the American high school. He received an \$85 000 grant from the Carnegie Corporation for an additional year's work.

Attention also will be directed to the instruction in science throughout the 12 grades, the problem of the slow reader, and some of the special problems to be found in the large cities.

# Teaching First Choice of Top High School Seniors

WASHINGTON, D.C. — Teaching has been rated first among vocational choices of the 1959 winners of the National Honor Society scholarships distributed by the National Association of Secondary-School Principals, according to Paul E. Elicker, executive secretary. Engineering ranks second, and science third.

This year, 523 high school seniors were winners in the society's scholar-ship programs. Seventy-three of these will receive cash awards.



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# 802 Southern Districts Mixed; Some States Adopt New Plans

NASHVILLE, TENN. — The total number of school districts that have been desegregated in the 17 southern and border states since 1954 is 802 out of 2909 biracial districts, according to a recent issue of "Southern School News." The area has 8597 districts, of which 5688 are not biracial.

Delaware has received federal court approval for a grade-a-year desegregation plan that would integrate schools in a 12 year process starting with the first grade. Similar plans already have been adopted by some individual school districts, but this is the first statewide plan to receive judicial approval.

Prince Edward County, Virginia, was ordered by the U.S. fourth circuit court to prepare to admit qualified Negroes to white schools in September. Previously, a district court decision had allowed segregation in the rural county for a seven-year period.

A law that allows county school boards to segregate pupils by sex was passed in the Florida legislature. It will provide a means of heading off any sex problems which might arise in the event of race mixing in the schools, explained State Representative Jack Inman. The law is permissive and there are no immediate plans for using it anywhere in the state.

In Missouri, a Negro was elected to the St. Louis Board of Education. The Rev. John Hicks, a Methodist minister, is the first of his race to be chosen for public office in a citywide vote.

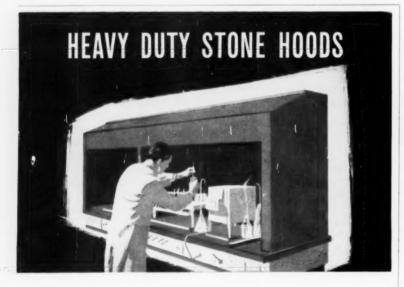
# No 1961 A.A.S.A. Yearbook, Executive Committee Votes

WASHINGTON, D.C. — The American Association of School Administrators will not publish a yearbook in 1961, the executive committee has announced. The committee explains that this action is not a reduction in service but rather a redirection. With a more flexible publications policy, a book, whether or not it is called a yearbook, can be prepared when there is need for a long, intensive study.

The money normally devoted to preparation and publication of yearbooks will be devoted to more timely publications, A.A.S.A. officials promise.

# School Construction Contracts Hit All-Time High

NEW YORK. — Construction contracts for schools reached an all-time high in April, according to George C. Smith, vice president and economist of the F. W. Dodge Corporation. The new Dodge Index of Construction Contracts states that school contracts were up 15 per cent from April 1958.



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# Classroom TV Reaches More Than 500,000 Students

NEW YORK. - Classroom instruction by television is reaching more than 500,-000 American students, according to an estimate in a joint report published by the Ford Foundation and the Fund for the Advancement of Education. The 87 page report, "Teaching by Television," states that as of February 1 there were 569 school districts making regular use of classroom instruction, and 117 colleges and universities offering courses for credit over television. Within the past five years, the Foundation and the Fund have contributed in excess of \$10 million for more than 50 experiments at the school and college level for educational TV.

# Teachers Featured in New N.E.A. Film

WASHINGTON, D.C. — A new motion picture about teachers has been made available by the N.E.A. and affiliated state education associations for use at meetings, "career days," summer workshops, and American Education Week open house sessions.

Called ". . . And Gladly Teach," the film points up the satisfaction and the wide range of opportunities in teaching.

Copies of the film may be purchased from the N.E.A., 1201 16th St., N.W., Washington 6, D.C., either in black and white print at \$75 each, or in color print at \$170 each.

# Segregationists Ousted From Little Rock Board

LITTLE ROCK, ARK. — Citizens here voted on May 25 to oust the three segregationist members of the school board and to retain the three moderates who prefer some integration to no school at all. According to a United Press-International report, "the results of the election paves the way for the reopening of the four Little Rock high schools this fall on an integrated basis."

# Says ETV May Outnumber Commercial TV in 10 Years

COLUMBUS, OHIO. — "Within 10 years, the number of educational television stations may well be greater than the number of commercial television stations," declared Paul L. Chamberlain, markets manager for broadcast, military and industrial equipment, General Electric Co., at the Institute for Educational Radio and Television here May 6 to 9.

He said this could be accomplished through "the utilization of a multiplicity of educational TV stations on a consolidated basis." Television instruction would be available an average of about one-third of the seven-hour school day to each level of education, he explained.

Mr. Chamberlain said that all areas of a school could be utilized for educational TV. The auditorium, cafeteria and gyms may readily be used "as is" or adapted with sliding walls for the individual monitoring of several different programs at one time, thus adding to the normal capacity of individual classrooms, he commented.

In Russia, "there is some entertainment on the radio and television networks in the form of music, satire and dramatics, but basically Soviet radio and television is a dedicated political effort," reported Jerry A. Danzig, vice president for participating programs, N.B.C., who recently toured Soviet broadcasting installations under a 1958 exchange arrangement.

# INDEX TO THE NATION'S SCHOOLS

The index to the last six issues of this year's magazines (January through June 1959, Vol. 63) has been printed separately. Send a note or post card for your complimentary copy. Printed copies of the index for Vols. 61 and 62 (January through June 1958 and July through December 1958) are still available. Persons who have asked for the previous index will be sent the latest index without further correspondence.

# President Names New Science Assistant

WASHINGTON, D.C. — The new special assistant to the President for science and technology is a native of Kiev, Russia, who fought against the communists as a member of the White Russian army. He is George Bogdan Kistiakowsky, professor of chemistry at Harvard University. President Eisenhower named him to succeed James R. Killian Jr., who resigned to return to the presidency of the Massachusetts Institute of Technology, from which he was on leave.

# **Educational Achievements** of States Listed

WASHINGTON, D.C. — Oklahoma has more college-degree teachers than any other state in the nation, and California has the greatest public school enrollment. These and other facts about the educational achievements of states have been gathered by the N.E.A.'s research division for a new publication, "Ranking of the States."

The booklet also shows that Illinois schools have the longest school term, Utah is first in grade of achievement of adult population, Alaska ranks first in average teachers' salaries, Delaware supplies the most state aid per pupil, and Wisconsin has the highest percentage of youths finishing high school.

# School, Teen-Age Accidents To Reach Peak in Next Decade

CHICAGO. — "Accident problems of schools and school-age youths will reach a peak in the next decade," predicts May F. Hazard, chairman of the program committee of the National Safety Council's school and college division. She attributes the anticipated rise to "mounting enrollments, increased use of mass transportation and student-owned cars, and the trend toward more science, subject matter, and laboratory work at younger ages."

Mrs. Hazard said that accidents now account for as many deaths among

school-age youths as all other causes combined, and, as a result, the school and college sessions of the 47th annual National Safety Congress, to be held here October 19 to 23, will be devoted to the safety needs of schools and to measures that can be taken in school safety and safety education.

Discussions on the "Increasing Effectiveness of Safety Instruction in the 'Sixties" will touch on (1) practical problems of school design and construction for safety and fire protection; (2) increasing use of radioisotopes and other hazardous chemicals and processes; (3) driver education as a way to reduce the number of teen-age traffic casualties.



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# Textbook Sales Increased 11 per Cent in 1958

ABSECON, N.J. — Sales of textbooks in 1958 increased 11 per cent over 1957, resulting in total sales for all educational publishers of \$298,280,000, members of the American Textbook Publishers Institute were told at their annual meeting here recently.

Purchases by public and private schools and students of textbooks, workbooks and related materials were up 8 per cent to \$124 million in the elementary grades; up 15 per cent to \$70.9 million for high schools, and up 11 per cent to \$85.1 million at the college level. Standardized tests were up 18 per cent to \$9.73 million, while school and library sales of encyclopedias and other reference books were up 6 per cent to \$8.55 million.

The institute estimated that sales in 1958 were enough to provide the equivalent of 2.05 regular hardbound textbooks for each elementary school pupil, 2.46 for each high school student, and 5.66 for each college student. Part of the total number is represented by one or two workbooks and miscellaneous materials for each student.

Paperbound textbooks accounted for

24 per cent of all textbooks on the elementary level, 5 per cent at the high school level, and 13 per cent on the college level.

Sales of elementary and high school textbooks in 1958 were highest in Indiana, North Dakota, Arizona, Idaho and Delaware.

# Daily Topics Listed for American Education Week

WASHINGTON, D.C. – The N.E.A. has announced the daily topics to be discussed during American Education Week, November 8 to 14.

Under the main theme, "Praise and Appraise Your Schools," these subjects will be emphasized during the week: "The Child: What Does Education Mean to Him?", Sunday; "The Parents: How Can They Work for Better Schools?", Monday; "The Teacher: What Is a Teacher?", Tuesday; "The People Next Door: Who Are They?", Wednesday; "The School Board Member: What Are His Responsibilities?", Thursday; "The Adult Citizens: How Can the School Serve Them?", Friday; and "The Voter: How Does He Make His Decisions on Education?", Saturday.

# Film Conference Includes Language Lab

CHICAGO. — A language laboratory has been scheduled for the summer conference program of the Educational Film Library Association, meeting here July 24 to 26. Persons attending the workshop can view and operate language laboratory equipment displayed as a part of the National Audio-Visual Exhibit, also meeting here July 25 to 26 under the sponsorship of the National Audio-Visual Association.

Other sessions of the conference deal with audio-visual materials for science and mathematics programs under the National Defense Education Act. Screenings and evaluations of new educational films are also being held.

# New Physics Course Planned for High Schools

CHAMPAIGN-URBANA. ILL. — A new high school physics course is being developed for use in schools throughout the country. The course is a project of the Physical Science Study Committee, supported by the National Science Foundation and private educational foundations. Headquarters is at Massachusetts Institute of Technology.

A committee of University of Illinois physicists under the direction of Gilbert C. Findley of the college of education, is preparing a teachers' guide for the course. Primary versions of the new physics materials are already being used by some 12,500 high school physics students in approximately 275 high schools.



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# Good Salaries Won't Ensure Good Teachers

DENVER. — Raising teachers' salaries won't necessarily bring the good teachers we need, President Millicent C. Mc-Intosh of Barnard College told an alumni forum here recently.

"It is true that we must raise salaries everywhere, both in public and in independent schools, but we must realize that we cannot buy superior people for a profession to which we give only superficial recognition, which is almost universally harried by nonacademic duties and detail, and in which scholarship is not allowed to have any possible expression.

"One first step is to make it possible for liberal arts graduates to become teachers without subjecting them to endless requirements in education courses. This does not mean to do away with basic professional training. It does mean that teachers should be eligible for promotion if they continue study in their own subject rather than in repetitious courses in methodology."

# Says Old Answers Won't Solve New Problems

NEW YORK. — Traditional thinking would worsen the current educational crisis, not solve it, warned John T. Theobald, superintendent of New York City schools, here recently. He was speaking at the Education Day meeting of the Times Square Club, where he was given the club's 10th annual award.

Dr. Theobald said the "old answers" would not meet (1) the challenge of raising the performance of education; (2) the inadequacy of teachers; (3) the needs of a big city in terms of dollar relationships to the state; (4) the status of those earning their living in the city but paying taxes outside its limits, or (5) the question of whether we are getting the maximum return for dollars spent on education.

# France To Revamp Schools To Stop Class Distinctions

PARIS, FRANCE. — French education officials have revamped that nation's school system in order to produce a more flexible and less class-dominated system of selection of students for higher education and to provide greater incentive for youngsters whose talents are in the fields of science and technology.

Jean Berthoin is Minister of Education. The reform became law in January, but will not go into effect until 1960.

Under the new rule, the age limit for compulsory education will be raised from 14 to 16 years, the time when French students go from secondary school to college. This change applies only to children who will enter primary school next October at the age of 6. Parental choice and examinations will determine whether a child will spend four more years at a primary school or try for the extremely demanding lycees. Each child, it is hoped, will be fitted into the correct line of endeavor according to his talent and ability. This system should eliminate class distinctions among students, M. Berthoin explained.

Diplomas will be awarded to graduates of secondary technical, professional and scientific schools to encourage study in scientific fields. Only baccalaureate degrees were awarded previously.

# Says Gifted Child Needs Better Muscular Coordination

LOS ANGELES. – Failure to develop good muscular coordination puts a ceiling on genius, a survey of gifted children recently revealed.

The survey, covering 237 gifted students in a Long Beach, Calif., high school, was made by Leslie N. Nason, professor of education at the University of Southern California.

Because the gifted child generally prefers associating with the teacher rather than playing with his classmates, Dr. Nason said, his muscular control never develops properly; consequently, neither does his penmanship, which depends on this coordination. This inability to develop organizational skills, according to the professor, puts a ceiling on a gifted student's future attainments.

"The time comes when the problems are too complex for mental computation," Dr. Nason pointed out. "Then the student's ineptitude with pencil and paper will place another ceiling on his development."

# Governor Calls for Survey To Solve School Problems

ALBANY, N.Y. — An extensive survey of the educational system in New York State has grown out of Gov. Nelson Rockefeller's "deep concern" over mounting problems of schools and colleges, according to a "New York Times" editorial.

The governor expects to use the data gathered by the end of this year to make recommendations to the 1960 session of the state legislature. James E. Allen Jr., state commissioner of education, will direct the project.

Child Crime Data. A child's compulsion to murder can be attributed to "remorseless, physical brutality at the hands of parents," an article in the "Journal of the American Medical Association" reported recently. Written by a team of researchers, the article pointed out that lives may be saved if more intimate knowledge of family patterns is known by physicians, especially pediatricians.

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# **About People**

# Changes in Superintendencies



Frnest G. Lak

Ernest G. Lake, superintendent at Racine, Wis., since 1951, to Fullerton Union High School and Junior College District, Fullerton, Calif. Previously, he served as principal and teacher

at Brockway, Mont., and Litchfield, Conn., and as superintendent at Griswold, Conn.; Barre, Vt., and Gloucester, Mass. He has also taught at the University of Illinois, University of Maine, Harward University, and Northwestern University. Dr. Lake has been a member of the editorial advisory board of The Nation's Schools since 1956.

William J. Geiger, principal, McKinley High School, Honolulu, Hawaii, to assistant district superintendent for secondary curriculum, Oahu schools, Honolulu, succeeding Charles W. Isle, who becomes assistant superintendent of personnel for Oahu schools.

D. C. Arthur, high school principal, Dublin, Tex., to superintendent there, succeeding W. D. Raley, who resigns July 1.

minutes:

John Gueder, superintendent of buildings and grounds, Robstown, Tex., to a similar position at Edinburg, Tex., succeeding C. E. Koen, who resigned after more than 30 years in that position.

Don Jorgenson, coach and high school teacher, Castlewood, S.D., to superintendent there. He succeeds Martin Hardy, who resigned.

Carl S. Burger, executive head, Mt. Sterling, Ohio, to superintendent, Logan Elm School District, Circleville, Ohio.

S. J. Gores, Hope, N.D., to Westhope, N.D.

Norris W. Wilson, Mohall, N.D., to Tioga, N.D.

R. O. McCollum Jr., Fairmont, N.C., to Anson County, Wadesboro, N.C. He succeeds J. O. Bowman, who retires July 1

Norman Haweeli, Dobbs Ferry, N.Y., to supervising principal, Ravena-Coeymans-Selkirk Central School District, Ravena, N.Y. He succeeds Donald H. Barker, who retires July 1 after 33 years as a school administrator in New York State.

Robert Neidich, vice principal, Greenport, N.Y., to supervising principal there, succeeding Gilbert M. Banker, who retires August 31, after 38 years in the teaching profession.

Lee Hull, Johnson, Neb., to Loup City, Neb.

Richard Short, high school principal, Hastings, Neb., to superintendent there.

Robert C. Stewart, Somers, Mont., to Plains, Mont., succeeding Rial Cummings, who resigned.

Darle L. Hemmy, Virginia City, Mont., to Noxon, Mont. He succeeds Jack Baier, who resigned.

Lee Dewitt, high school principal, Mountain Grove, Mo., to superintendent, District R-4, Greenfield, Mo., succeeding E. J. Roesman, who resigned.

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# Other Appointments . . .

Milton Crane, special research program coordinator, office of research and analysis for Western Europe, U.S. State Department, to head of language and area center program of the National Defense Education Act, U.S. Office of Education.

Max R. Brunstetter, managing editor, bureau of publications, Teachers College, Columbia University, to provost there.

David J. Heffernan, assistant to the superintendent, Chicago, to superintendent in charge of school, community and human relations there.

Robert H. McKinney, principal, Marion, Ill., to the newly created position of assistant superintendent of Roy School, Melrose Park, Ill.

William C. Spencer, associate professor and coordinator of the integrated graduate teacher education program, school of education, New York University, to special adviser on school organiza-



tion and teacher education for a United Nations project in Latin America. Dr. Spencer also will serve as a consultant to the Ministry of Education of Chile.







Charles L. Anspach

Judson W. Foust is the new president of Central Michigan University, succeeding Charles L. Anspach. He took office on July 1, just one month after the name of the institution was officially changed from college to university.

Dr. Foust had been vice president of general and academic administration at Central since 1952 and, for the previous six years, had been assistant to the president. He joined the university's faculty 30 years ago as a mathematics instructor. From 1923 to 1929 he was a high school teacher at Lansing, Mich. His A.B. degree is from Albion College and his master's and doctor's degrees from the University of Michigan.

Dr. Anspach had been president for 20 years. He becomes president emeritus and will reside on the campus, but has accepted no official duties. Previously he had been president of Ashland College, Ohio. From 1926 to 1935 he was an administrator at Michigan State Normal College (now Eastern Michigan University) in Ypsilanti, first as head of the department of education and later as dean of administration.

Homer D. Babbidge Jr., director, financial aid branch, division of higher education, U.S. Office of Education, has been named assistant commissioner and director, division of higher education there. He succeeds Lloyd E. Blauch, who retired May 31.

Benjamin C. Willis, general superintendent, Chicago, has been elected chairman of the N.E.A.'s Educational Policies Commission, succeeding Virgil M. Hancher, president, State University of Iowa. New vice chairman is John H. Fischer, superintendent of public instruction, Baltimore, who will soon be dean of Teachers College, Columbia University.

B. R. Oosting, assistant superintendent, business, Hinsdale, Ill., is the new president of the Illinois Association of School Business Officials. Dr. Oosting also is business administration consultant for The Nation's Schools.

Henry J. Otto, professor of educational administration and of curriculum and instruction, and supervisor of the bureau of laboratory schools, University of Texas, has been named chairman of the educational administration department there, effective in September. Dr. Otto has served as education consultant for the W. K. Kellogg Foundation and has taught at Northwestern University, the Universities of Maine, Michigan, California, Oregon, Hawaii and State of New York.

**Robert B. Weaver**, Goshen, Ind., to director of the educational department, Indiana State Chamber of Commerce.

Loran C. Twyford, associate professor, audio-visual education and consultant to highway traffic safety center, Michigan State University, to consultant on educational communications, New York State

Education Department. He will assist with problems of A-V methods and materials.

Robert C. Haynes, assistant professor, natural science, Transylvania College, Lexington, Ky., to dean of men there.

Donald C. Roush, field service secretary, New Mexico Education Association, to first full-time dean, college of teacher education, New Mexico State University, on September 1. W. B. O'Donnell, who has been dean of the college and director of summer sessions there, was appointed vice president of the university.

(Continued on Page 90)



# Millions of Lock Combinations

This file of millions of records is assurance to any owner of a Dudley Locker Lock, that the combination is always available in case of emergency. In steel files in the company office are the records by number of every Dudley Lock ever made. When necessity requires, and ownership has been verified, any owner can re-secure the appropriate combination. No mere request, however, can be so honored, and an individual, for example, can only be supplied through the nearest school. You can have complete confidence in the security of your combination.

You can always depend on the protection given by Dudley Locks, and the security of the Dudley Master Key. Ask your Dudley representative. He will helpfully discuss your locker lock needs—without obligation, of course.

# DUDLEY LOCK CORPORATION

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Master Ke

Can't be duplicated on ordinary key making machines.

The standard of controlled locker protection since 1921

# Superintendents, Resigned . . .

Alton Farr, Paducah Independent School District, Paducah, Tex.

Stanley Kerr, Douds Consolidated Schools, Douds, Iowa.

Charles A. Overmeyer, Waterloo-Grant Township, Waterloo, Ind.

Kenneth Lenke, Burlingame, Kan.

Oscar L. Peterson, Killdeer, N.D. L. L. Evans, Walhalla, N.D.

F. C. Snow, Mingo School, Tulsa, Okla

William A. Sundell, Melrose, Minn. Ben V. Flora, Mt. Sterling, Ky.

R. C. Wilson, Sanger, Tex.

# Retired . . .

E. H. Lukenbill, superintendent for 42 years of Logan County, Lincoln, Ill., August 1.

Clarence V. Kinsey, superintendent at Beech Grove, Ind., since 1945, and an educator there since 1925.

Lewis E. Rogers, superintendent since 1920 at Knightstown, Ind. He had been a teacher at Harrison Township, Middletown, Ind., and teacher and principal at Blue River Township, Mooreland, Ind.

G. Ray Sturgis, superintendent of Allegan County, Allegan, Mich., for 22 vears.

TABLE & CHAIR

CADDIES

Save time and effort! Reduce noise and

confusion! Solve your problem of moving and storage of your folding tables and chairs with a Midwest Caddy. Designed to

handle all types of folding chairs and any size table. Built for rugged service. Smooth rolling rubber caster wheels for effortless

MIDWEST PORTABLE FOLDING STAGE

that's ideal for classroom use. Makes a strong spacious stage 8 ft. x 11 ft. 8 in.

Entirely self-contained—no loose parts—no

tools needed to set it up. Can be

folded in a few seconds and moved

new self-contained portable folding stage

Edwin E. Engleman, superintendent for nine years at Sunrise, Wyo. He has been in the education field for 41 years, serving as a teacher at Gothenburg, Neb., principal and superintendent at Crawford, Neb., and superintendent at Torrington, Wvo.

Willard T. Jones, superintendent for 26 years at Ballston Spa, N.Y.

Bailey Johnson, superintendent at Clyde, Tex., for 15 years and, earlier, principal there for four years.

Zaner R. LeMaster, superintendent for 38 years at LaGrange, Ind. Previously, he was a teacher at Elkhart, Ind.

B. F. Kitchen, superintendent at Love-

John Rydjord, professor of history, and formerly dean of the graduate school, 1951 to 1958, University of Wichita. He had been a member of the faculty there since 1926.

Oliver K. Garretson, dean, college of education, University of Arizona. He becomes dean emeritus and professor of education there.

### Died . . .

Frank E. Towne Sr., 74, former superintendent for 33 years at Taft, Calif.

John B. Kennedy, 67, retired superintendent at Kingston, Pa. He had been superintendent for 12 years, and high school principal for seven years at Columbia, Pa.

Archie Y. Owens, 51, superintendent for 13 years of the Sunflower School, Clarksdale, Miss.

Erastus P. Puckett, 76, dean emeritus, Central College, Favette, Mo. He became principal of Central College Academy in 1908 and was dean from 1913 to 1953. He was acting president in 1924, 1940 to 1941, and 1947 to 1950.

L. H. Snader, 50, superintendent, Union School District, Port Allegany, Pa., since 1956. He was chief, division of secondary education, Pennsylvania Department of Public Instruction, from 1953 to 1956, and adviser there from 1950 to 1953. From 1945 to 1950, he served as supervising principal at Waverly, Pa.

Paul Crabtree, secretary-treasurer since 1935 of the Associated Exhibitors of the National Education Association, died June I at Island Falls, Me. He had resigned his post in January because of

Lee L. Caldwell, 75, superintendent for 36 years at Hammond, Ind., died June 1. He also had served as superintendent at Monmouth, Ill., Mason City and Montezuma, Iowa, and was a member of the General Education Commission for the state of Indiana.

Lewis E. Parmenter, retired executive manager of the National School Supply and Equipment Association. He served in that position for 14 years.



Midwest offers you a complete line of folding tables for every school need. Easy folding! Compact stor-age! Beautiful tops! Featuring the famous Du-Honey 20 safety lock— positive protection in both the folded and the extended position. All-welded construction! Reinforced recessed steel apron. Improved leg design for added sitting comfort! Your choice of styles and a wide range of sizes.



A heavy duty folding platform for auditorium, gym and multi-purpose room use. Size 4 ft. x 8 ft. Choice of 5 different heights. Du-Honey 20 automatic leg locks 1/4 in. plywood top. Folds compactly.

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Folding portable choral and band stands available in 18" or 36" widths; straight or tapered end styles; in range of 4 different heights. Folds easily, stores compactly. room. When folded is 8 ft. x 19 x 39". Equipped with easy rolling swivel casters with hard rubber tires. Patented safety locks. Ex-

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Complete Hi Fi Public Address System built into beautiful table top lectern — excellent reading light. Move it anywhere — one wire to plug in — Roving microphone and phono can be added — Audience coverage to 1000 — Standard components serviced locally — Sensational performance.

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# **Coming Events**

### JUNE

28-July 3. National Education Association, annual convention, St. Louis.

### JULY

6-10. National School Public Relations Association seminar, Washington, D.C.

25-28. National Audio-Visual Association, Chicago,

31-Aug. 7. World Confederation of Organizations of the Teaching Profession, N.E.A., Washington, D.C.

### AUGUST

8-13. American School Food Service Association, San Francisco.

17-19 National Council of Teachers of Mathematics, N.E.A., Ann Arbor, Mich.

23-28. National Conference of Professors of Educational Administration, University of Buffalo.

25-28. American Dietetic Association, 42d annual meeting, Los Angeles.

### OCTOBER

4-7. National Conference on School Transportation, University of Kansas, Lawrence,

6-9. National Council on Schoolhouse Construction, Kansas City, Mo.

11-15. Association of School Business Officials of the United States and Canada Miami Beach

19-23. National Safety Congress, annual meeting, Chicago.

19-23. American Public Health Association, annual meeting, Atlantic City.

23-24. Department of Rural Education, N.E.A., Seattle.

25-28. County and Rural Area Superintendents, N.E.A., Seattle.

# NOVEMBER

5-9. Adult Education Association, 5th annual conference, Buffalo. Theme—"Adult Education for Freedom: A Reappraisal Nationally and Internationally."

8-14. American Education Week. Theme – "Praise and Appraise Your Schools."

3-5. National Association of Public School Adult Educators, N.E.A., Buffalo.

12-13. National Organization on Legal Problems of Education, Cleveland.

### DECEMBER

1-3. California Association of School Administrators, annual convention, San Francisco.

# 1960

### FEBRUARY

11-13. American Association of Colleges for Teacher Education, 12th annual meeting, Chicago.

13-17. American Association of School Administrators, Atlantic City.

15-17. American Educational Research Association, N.E.A., Atlantic City.



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First basic improvement in paper cutters in a century! Precision-cuts book and carbon paper, plastic sheets, light cardboards, even leather.

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# The Bookshelf

Printed publications of interest to school administrators are listed as received.

### ADMINISTRATION

The Teacher and School Administration. By Jefferson N. Eastmond, Brigham Young University. Houghton Mifflin Co., 2 Park St., Boston. Pp. 506. \$6.50.

Administration of the Noninstructional Personnel and Services. By the late William A. Yeager, professor emeritus of education, University of Pittsburgh. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 413. \$5.50.

### CHILD GROWTH

Child Development. 2d ed. By Willard C. Olson, professor of education and dean, School of Education; professor of psychology, College of Literature, Science and the Arts, University of Michigan. D. C. Heath and Co., 285 Columbus Ave., Boston 16. Pp. 481, \$6.25.

### CURRICULUM

Basic Statistical Methods. By N. M. Downie, associate professor of psychology, Purdue University, and R. W. Heath, applied research laboratory, University of Arizona. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 283. \$4.50.

### DIRECTORIES

The American Association of Colleges

for Teacher Education, 1959. N.E.A., 1201 16th St., N.W., Washington 6, D.C.

### GUIDANCE

What's in Your Future—A Career in Health? By Herbert Yahraes. No. 281. Public Affairs Pamphlets, 22 E. 38th St., New York 16. Pp. 28. 25 cents.

### PSYCHOLOGY

Sociometry in the Classroom. By Norman E. Gronlund, associate professor of educational psychology, University of Illinois. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 330. \$4.50.

### PUBLIC RELATIONS

Education and Public Understanding. By Gordon McCloskey, instructor in educational public relations, State College of Washington. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 565. \$6.

### REFERENCE BOOKS

Collier's Encyclopedia 1959 Year Book. Supplementary to Collier's Encyclopedia of 20 volumes, with bibliography and index. Yearbook includes five special articles on education by James B. Conant, Grayson Kirk, Hyman G. Rickover, Nicholas DeWitt, and Percy W. Bridgman. A 10 page comprehensive summary covers

significant educational history of 1958 Entire yearbook includes nearly 700 full articles authored in part by 200 recognized authorities in respective fields. Another feature is description by Wernher Von Braun and Fred L. Whipple of what might happen on first expedition to moon within next 20 years. Pp. 736. Year Book prepared under supervision of William T. Couch, editor-in-chief, Collier's Encyclopedia. Encyclopedia prepared under direction of Mr. Couch and David Crawford, managing editor, Collier's Encyclopedia; Louis Shores, library consultant and advisory editor; Robert H. Blackburn, consultant for Canada; Joseph T. Gleason Jr., consultant for schools. P. F. Collier & Son Corporation, 640 5th Ave., New York 19.

# SAFETY

How Safe Is Your School: Checklist of 100 Danger Points. Prepared by M. R. Sumption and Basil Castaldi, office of field services, College of Education, University of Illinois, Urbana. Pp. 11. 25

### SCHOOL LAW

Law and the School Superintendent. Edited by Robert L. Drury, legal counsel, Ohio Education Association. Sponsored by National Organization on Legal Problems of Education. W. H. Anderson Co., 646-650 Main St., Cincinnati 1. Pp. 339.

# SECONDARY EDUCATION

The American Secondary School in Action. By Philip W. Perdew, professor of education, University of Denver. Allyn and Bacon, Inc., 150 Tremont St., Boston 11. Pp. 344. \$5.50.

### SOCIOLOGY

Child Welfare: Principles and Methods. By Dorothy Zietz, associate professor of social welfare, Sacramento State College, Sacramento, Calif. John Wiley & Sons, Inc., 440 4th Ave., New York 16. Pp. 372. \$5.50.

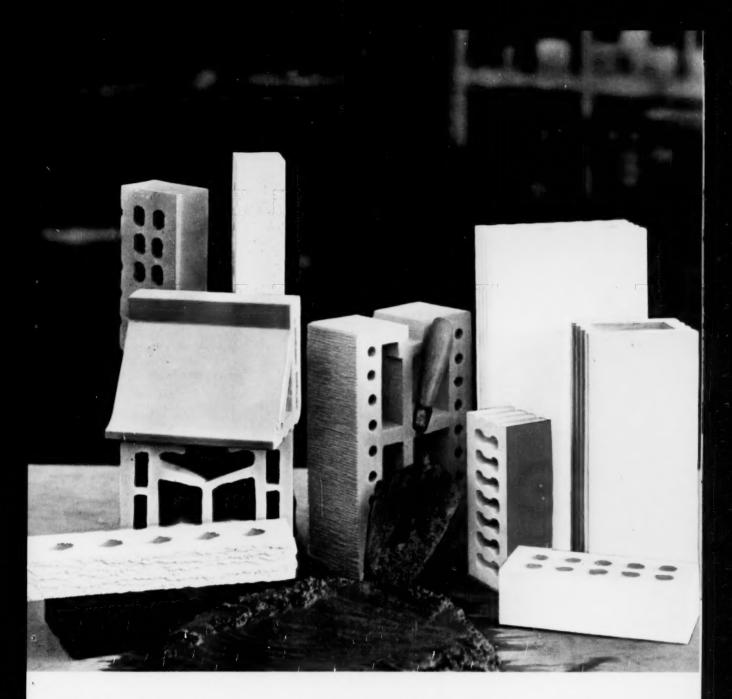
### SPECIAL EDUCATION

The Gifted Child in the Elementary School. By James J. Gallagher, associate professor, University of Illinois. What Research Says Series, No. 17. Department of Classroom Teachers and American Educational Research Association, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 30, 25 cents.

# STATISTICS

Analysis of Salary Schedules, 1957-58. Research directed by Hazel Davis, associate director, research division, N.E.A. No. 1959-R1. Pp. 31. 25 cents. Rankings of States. Research directed by Beatrice Crump Lee, publications editor, research division, N.E.A. No. 1959-R4. Pp. 59. 50 cents. Teacher Supply and Demand in Public Schools, 1959. Research directed by Ray C. Maul, assistant director, research division, N.E.A. No. 1959-R6. Pp. 50. 50 cents. N.E.A., 1201 16th St., N.W., Washington 6, D.C.



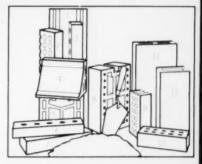


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# Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the convenient Readers Service Form on page III. Check the numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

# **European Parallel Bars** Now Offered by Nissen



Standard Parallel Bars, long Olympic known in Europe, are now available in the United States. Carefully constructed of quality materials, the bars are made of specially selected wood fabricated with multiple laminations and steel core for maximum resiliency. The metal uprights are exceptionally light but strong and the positive locking device permits rapid height and width adjustment. Nissen-Gymport, 215 A. Ave., N.W., Cedar Rapids, Iowa. For more details circle #282 on mailing card

# **Velvetex Floor Covering** Is Easily Cleaned

A new foam rubber floor covering with a tread surface of tough patterned vinvl which is easily cleaned is introduced in Dupont Velvetex. The cushioned flooring is soft to the step yet has high wear resistance. It can be vacuumed, swept, wiped or washed clean since dirt does not penetrate the vinyl top side. Strong fabric reinforcement will hold tacks and resist tearing. E. L. du Pont de Nemours & Co., Room D-8033, Wilmington, Del.

more details circle #283 on mailing card

# Automatic Kettle Unit Electric or Gas Heated

The new "Kwikie" is a fully automatic back mounted combination kettle unit for



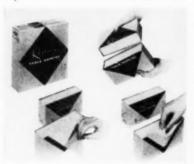
electric or gas heat. Designed for batch cooking in institutions not equipped with steam facilities, the "Kwikie" is also efficient for use in quick cooking of additional amounts of depleted items. The method of back mounting gives full access in front and under both kettles which are available in 10 or 20-quart steam-jacketed kettle

sizes, in pairs of matched sizes or combination of one of each. Kettles are stainless steel and have three position tilting mechanism locks. B. H. Hubbert & Son, Inc., 1311 S. Ponca St., Baltimore 24, Md.

For more details circle = 284 on

# Kleenex Table Napkins in Dispenser Package

A distinctive box converts into a handy dispenser and forms the package for Kleenex soft yet tough table napkins. It can be used as a dispenser on cafeteria counters or lunchroom tables, the design permitting the use of a half box at a time, or several opened dispenser halves can be arranged beside tray service areas or on bulk food conveyors. The new package is the same in appearance as the former box but the all-around center perforations permit quick opening to give access to 25 napkins in each half, folded ready for im-



mediate service. Kimberly-Clark Corp., Neenah, Wis.

For more details circle =285 on mailing card

# **Automatic Temperature Control** on Toastmaster Sink Sanitizer

Sink water temperatures are automatically maintained from 80 to 190 degrees F with an electric heater which fits any sink 13 by 13 inches or larger. Designed for use where automatic dish and pot washing facilities are not available, the new Toastmaster Sink Sanitizer is attached to the top of the sink backsplash by means of an adjustable mounting clamp, the "U" shaped single plane element resting firmly on the sink floor. The control box is completely closed and shielded and the unit has a lowwater shut-off. Toastmaster Div., McGraw-Edison Co., Elgin, Ill.

For more details circle =286 on mailing card

# Honeywell Fire Alarm System **Functions Automatically**

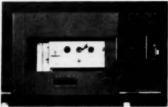
Automatic fire detection and signaling quipment is offered in the Honeywell Fire Alarm Systems. They not only signal that

for Schools there is a fire, but indicate its location, and

WHAT'S

NEW

signals can be connected to sound at both



the school and the local fire department. Test buttons for testing the system and conducting fire drills are included in the panels which have locking doors. The W247 Panel illustrated is for larger schools and for smaller schools Panel W237 is available. Minneapolis Honeywell, 2747 Fourth Ave. S., Minneapolis 8, Minn.

For more details circle #287 on mailing card

### Large Capacity Units Ventilate and Heat Quietly

Quiet operation and large capacity are built into the new Seasonvent line of heating and ventilating units announced by Mc-Quay. Designed specifically for use in school auditoriums and similar large areas where smooth, quiet operation is essential, the Seasonvent is available in nine sizes for low static applications and seven sizes for high static, with capacities ranging from 1250 to 15,000 cfm. All models are available in horizontal, vertical or wall mounting arrangements. McQuay, Inc., 1600 Broadway St. N.E., Minneapolis 13, Minn. For more details circle = 288 on mailing card

Wall-Mount Water Cooler Leaves Floor Clear

Cleaning and maintenance of floors in corridors and rooms is facilitated with the



new Wall-Mount water cooler recently introduced. There are no outside plumbing connections on the attractive model which has stainless steel top with Wall Face Splash contoured for ease of cleaning. The Halsey W. Taylor Co., Warren, Ohio.

(Continued on page 96)

# MUTSCHLER

MEANS HOMEMAKING ...

AT ITS FINEST!

Facts prove Mutschler the elite of school homemaking equipment. Northern maple cabinetwork is sturdily built to take the rigors of everyday school usage. Catalytic finishes in decorator colors and natural grain are practically impossible to scratch, are impervious to household solvents and cleaners. Special-purpose cases for all homemaking needs. New classrooms or remodeling project, inquire about Mutschler. Complete information and specifications are available for your approval . . . without obligation.



Model Clothing Center Campus Building Community High School Blue Island, Illinois

> ARCHITECT: Nicol & Nicol Chicago, Illinois

MUTSCHLER SALES OFFICE:

I. P. Rieger Co. Bellwood, Illinois

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# FOR ...

Laundry Areas Clothing Laboratory Sewing Areas **Grooming Areas** Home Management Areas Child Care Areas Arts & Crafts Rooms General Storage Areas

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We are interested in: new department; remodeled department

Versatowl Dispenser Unit Has Interchangeable Trays

The new Versatowl dispenser unit for paper-towels has three interchangeable dis-



penser trays. The recess-style unit can thus be changed to accommodate singlefold, Cfold and multifold towels quickly and simply, without tools. The Versatowl has increased capacity over previous recess-type dispensers and is adaptable to all reces cabinets now in use. Crown Zellerbach Corp., Box 3475, San Francisco, Calif.

Instantaneous Heaters for Service Water and Heating

Ross Instantaneous Heaters Type W-100 are available in 128 sizes with two and four pass arrangements, nominal tube lengths up to 10 feet and shell diameters through 20 inches to fill practically every

water heating requirement in institutions. The new, pre-engineered, standardized line heats service water for washrooms, showers, dishwashers, laundries and general cleaning requirements. Units are also available for booster heaters, radiant heating panels, snow melting equipment, swimming pool and storage tower heaters and similar uses. The heaters are economical, of simple compact design, and quickly available. Rugged construction and ready accessibility make the Instantaneous Heaters ideal for most institutional uses. American-Standard, Industrial Div., Detroit 32. Mich.

ore details circle #291 on mailing card

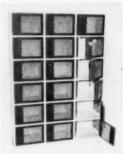
**Universal Tinting Colors** for All Types of Paints

A single, safe, sure type of tinting medium which can be used with success in all types of modern primers and finishes is introduced by Barreled Sunlight Paint Company in high-strength "Universal Tinting Colors." The 15 colors were developed especially for use with the various white paints and enamels in the Barreled Sunlight Master Painter "10-Line" but they can also be used to tint any type of interior or exterior primer or finish or with readymixed colors for special tints, according to the report. The colors disperse quickly and completely with a minimum of stirring and have high tinting strength. The 15 colors are packaged in friction top quart and halfpint cans. Barreled Sunlight Paint Co., P.O. Box 1365, Providence 1, R.I.

For more details circle #292 on mailing card

"All American" Gym Locker Has Maximum Space

Maximum equipment storage space is provided in the new "All American" Gym Locker. Eighteen individual compartments 18 by 16 by 12 inches in size are included in each locker unit. Latch doors ensure closure and provision is made for locks. Built of steel mesh, the lockers are ventilated on three sides for maximum air circu-



lation. Units are equipped with legs for single row or back to back installation and the lockers are available with frame base holding two 18 compartment units back to back, equipped with casters. DeBourgh Mfg. Co., 2924 27th Ave. S., Minneapolis 6, Minn.

For more details circle #293 on mailing card.

Non-Woven Fabric Picks Up and Holds Dust

No. 550 "Scotch" brand dusting fabric is a new non-woven fabric treated to pick up and hold dust. It is neither paper nor cloth, cannot scratch, is lint free and leaves no oil or surface film. Dusters can be re-used and are sanitary and readily disposable. The fabric is offered in 12-inch rolls, 30 yards long, with perforations for tearing off individual dusting lengths. Minnesota Mining & Mfg. Co., 900 Bush Ave., St. Paul 6, Minn. For more details circle #294 on mailing card.

V-Line Refrigerators for Bulk Food Handling

Loading, storage and serving of bulk foods are facilitated with the new V-line



refrigerator models. Interiors can be changed without tools to handle varying types and sizes of pans and food racks for normal temperature refrigeration, combination normal temperature and freezer and freezer or warming cabinets. They are available in one, two, three and four sections, in stainless steel, stainless steel and aluminum, baked white enamel, porcelain or other combinations of these finishes. Victory Metal Mfg. Corp., Plymouth Meeting, Pa.

For more details circle #295 on mailing card.



for over 50 years—a dependable source of supply

Heavy Duty Floor Machines Have Two-Speed Motors

Two speed ½ and ¾ h.p. motors are built into the General KC Heavy Duty Floor Maintenance Machines. These include the KC-214 with 15-inch brush spread, the KC-216 with 17-inch brush spread, the KC-218 with 19-inch brush spread and the KC-220 with 21-inch brush spread. With the two-speed motors, speed



can be reduced to 105 RPM for scrubbing, waxing, wire scrubbing or rug shampooing. For polishing, buffing or dry cleaning the speed is switched back quickly to the 160 RPM speed without stopping the motor. General Floorcraft, Inc., 3630 Rombouts Ave., Bronx 66, N. Y.

For more details circle #296 on mailing card.

# Combination Lab Fixture for Gas and Water

A compact, simplified, heavy duty gooseneck type fixture makes gas and water service available on laboratory tables in minimum space. Designed to provide foolproof operation without crowding the work surface areas, the T & S Lab-Flo Model No. BL-6000 stands 10½ inches above the work surface and is 10 inches at its extreme width. Inlets for water and gas, two hose cocks and a removable hose tip are supplied on the gooseneck. T & S Brass & Bronze Works, Inc., 128 Magnolia Ave., Westbury, L.L. N.Y.

For more details circle #297 on mailing card.

# Three-Dimensional Grilles Have Many Uses



Designed for use as railing panels, sun screens, room dividers and for complete building surfacing, the new Grill-O-Metrics are three-dimensional grilles. Built of sculptured aluminum extrusions to provide structural depth, the grilles are available in either a dished circular pattern or in a rectangular diamond effect. Vertical background supports are furnished in black anodized finish for contrast. Grill-O-Metrics are offered in four patterns. Blumcraft of Pittsburgh, 460 Melwood St., Pittsburgh 13, Pa.

For more details circle #298 on mailing card.

(Continued on page 98)



# PERFORMANCE-PROVED TOWELS . . . WITH THE LOW, LOW COST-PER-USE

Here are the towels proved by the test of performance and value. Famous McArthur Super-Gym and Super-Turk Towels are good for 350-500 uses and launderings—because of the use of finest quality, triple-twisted two-ply yarns; heavy woven tape selvage edges; full 20" x 40" shrunk size. It all adds up to better towels at lower cost. Specify McArthur for your best towel buy. Write for complete information.

GEO. McARTHUR & SONS, INC. BARABOO, WIS.

New York State Representative
VERN VOLLAND
19 Fairchild Dr., Buffalo 26, N.Y.





# Multi-Purpose Room PorTable Features Fold-O-Leg Operation



Simplified opening and closing action make the new PorTable particularly easy to handle in multi-purpose rooms. It is extremely maneuverable, completely safe and tip-proof and unusually rigid and durable. It folds compactly for storage, yet provides seat and table space twelve feet long. The

PorTable opens quietly and smoothly with just a light touch. Mitchell Mfg. Co., 2730 S. 34th St., Milwaukee 7, Wis.

For more details circle #299 on mailing card.

Portable Coffee Unit Provides Complete Service

A vacuum-insulated coffee carrier-dispenser, portable stand, plug-in automatic heating unit and a dispenser for paper hot cups comprise the new "AerVoid" portable coffee unit. Developed for use in locations where there are no permanent facilities for coffee service, the unit provides complete facilities but components may be purchased separately. Vacuum Can Co., 19 S. Hoyne Ave., Chicago 12.

For more details circle #300 on mailing card.

# Mark XII Floor Machine Scrubs and Polishes

The new 12-inch Holcomatic Mark XII is a floor scrubber and polisher for maintaining small areas, or for larger areas broken up by equipment. The lightweight machine has a rigid dual tube handle for smooth operation and is balanced to eliminate vibration. Machine base and motor



cover are of special cast aluminum alloy, resistant to cleaning solution. The large rubber wheels facilitate transportation and with the toe latch lever down, the handle is in free floating position for cleaning under low objects. J. I. Holcomb Mfg. Co., Inc., 1600 Barth Ave., Indianapolis 7, Ind.

For more details circle #301 on mailing card.

Impasto Cabinet Finish

Is Tough, Durable Surface
Geneva Modern Kitchen cabinets for home making departments are now available with the new Impasto finish on etchine steel. The beautiful surface is impervious to all common stains and can be cleaned by wiping with a damp cloth. It is tough, durable and resistant to marring, chipping and scratching. Impasto doors and drawers close quietly, as the new cabinets have a combination of sound deadening materials in their construction. Impasto is available in a wide range of colors. Geneva Modern Kitchens, Div. of Acme Steel Co., Geneva, Ill.

For more details circle #302 on mailing card.

Durable Plastic Trays Hold Shop Parts

The new Duro shop trays, made of U.S. Royalite, are impervious to grease and



moisture and resist most chemicals and acids, making them suitable for use as small parts containers in school shops. The trays have no sharp corners and the formed edge has not dust-collecting crevices. The durable, economical trays are four inches deep, six inches wide and 10 inches long and may be stored on shelves or in grooved cabinets. They are available in gray or tan. Hollywood Plastics, Inc., 4560 Worth St., Los Angeles 63, Calif.

For more details circle #303 on mailing card



Durham Manufacturing Corp., Muncie, Ind.

book shelf units. Send for catalogs.

# Plastic Refuse Pail Is Sturdy and Quiet

A special durable plastic material forms the new 20-gallon refuse container introduced by Rubbermaid. It can be steam cleaned, and is unaffected by cold temperatures. A tight-fitting, snap-on lid protects contents and goes on quietly. The plastic does not absorb odors and is non-toxic,



making the container suitable for food storage as well as refuse handling. The olive-green container is rustproof, dentproof and noiseless. Rubbermaid Incorporated, Wooster, Ohio.

more details circle #304 on mailing card.

# Scribo Map Hooks For Maps and Other Visuals

Maps, charts and other visual materials can be hung or removed quickly and easily by use of the new Scribo Map Hooks. In two sizes to fit standard one and two-inch aluminum display rails, the map hooks are of one-piece aluminum extrusion, heat treated for extra strength. There are no projections to cut fingers or injure maps and the hooks glide easily to any desired location on the rails. The design provides a stop to prevent excessive flexing and retain the original tension in the spring steel clip which holds single maps or other sheets securely. The finger lift facilitates use without injury to the material held. Bestile Mfg. Co., Box 71, Ontario, Calif.

For more details circle #305 on mailing card

# Packaged Playscapes Available in 12 Models



Twelve different models of playground equipment are available in the new Packaged Playscapes. Designed to stimulate imaginative play as a part of the school curriculum, Playscapes offer a complete playground and each of the twelve models fits within a 50-foot diameter circle. Each is planned for unsupervised, self-directed play and will accommodate from 56 to 108 children up to 13 years of age, all playing at the same time. Components are selected from the newly-developed line of 32 agegraded play devices for children of pre- provide adequate heating without a central school and elementary years. Made pri-marily of color-anodized cast aluminum and reinforced cast concrete, the devices contain no moving parts and are so de-signed that no child can climb over five feet from the ground. The Playscape illustrated is the Senior Space Station. Play-ground Corporation of America, 35 W. 53rd St., New York 19.

For more details circle #306 on mailing card.

# **Comfort Curtain System** Now Has Heat Pump

The Comfort Curtain System of heating, ventilating and air conditioning classrooms is now offered with heat pump and electric heat. The BCPE1-3 unit is especially suitable for western and southern climates to system. A regular 54,000 Btuh heat pump



coil is supplemented by four electric strip heaters. At full capacity the electric strip unit has a maximum output of approximately 54,800 Btuh. Lennox Industries, Inc., 1701 E. Euclid Ave., Des Moines, Iowa.

fore details circle #307 on mailing card.
(Continued on page 100)

# Classroom Lig

**GLARE FREE . . HEAT** 



# WOVEN WOOD



# SCHOOL WINDOW SHADES



Practically maintenance free, Temlite's smoothly finished surface is easily kept spar-kling clean. Many are still in operation after 20 years of daily use ... your best assur-ance of their long-lasting beauty. There's a customfinished color which will sure ly blend with your school decoration scheme.

ventilation.



is now possible with this new Audio

Visual Shade-from well-lighted classroom to "brown-out" - the accepted

standard of audio visual treatment. Constructed of precision-beveled bass

wood splints woven with seine twine by American craftsmen. Darkens

Some Choice Territories are Still Open for Manufacturer's Agents.

For further Temlite information and woven wood shades for audio visual installations, The AEROSHADE COMPANY please write

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P. O. Box 559

Waukesha, Wisconsin

# Versatile Classroom Storage Added to St. Charles Line



Built-in, free-standing or mobile units for storage are now available in the St. Charles line of classroom furniture. Permitting complete flexibility and mobility in

INDIVIDUALLY in home eco-

nomics, kindergarten, science and chemical labs, art or work-shops,

and have many other miscellaneous

your existing storage problems im-

mediately-yet are easily adaptable

for later incorporation into a more

elaborate storage system. Available

in six sizes, all with individual label

holders. Architects — write us for complete information!

Our sturdy plastic trays solve

school storage uses

room arrangement, the storage units have durable furniture grade steel frames with tops and fronts finished in Fiberesin for minimum maintenance with attractive appearance. All units are offered in a variety of colors and color combinations, as well as in a selection of styles and sizes. In the line of mobile storage units illustrated, a similar unit with open shelves is also available. St. Charles Mfg. Co., St. Charles, Ill. For more details circle #308 on mailing card.

Phonograph and PA System in Audiotronics Line

Two new items in the Audiotronics line include the Model 300-R High Fidelity Portable Phonograph and the Model 515V R High Fidelity Transcription Player and

Lightweight and easy to handle

even by small children Six sizes with label holders

Beautiful pale tan, grey

DETAILS

TODAY!

or green colors

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PA System. The phonograph is transformer powered for complete safety, has a heavy duty speaker protected by a perforated metal grill and socket for external speaker or headphones. It plays all four speeds and comes in a rugged plywood cabinet. The transcription player permits mixing voice with music and has many of the same features as the phonograph plus a high impedance microphone input and separate mike and phonograph controls. Audiotronics Corp., 11057 Weddington St., North Hollywood, Calif.

For more details circle #309 on mailing card.

# Serv-O-Lift Dish Dispenser Adjustable at Top



Dispensing level for dishes in the new Serv-O-Lift four-stack dispenser is easily adjustable from the top. The stainless steel cup at the bottom of the dispensing tube is lifted and the disc underneath rotated, moving it up or down as desired. The disc is made of rust inhibited steel and the entire levelling mechanism is joined into a single unit by means of a non-kinking ball chain. A handy recessed switch box on the front side of the dispenser permits turning on and adjusting heat within the dispenser. The mobile heated unit holds up to 144 bowls or 288 plates, cups or glasses, with non-rotating guides holding the dishes in perfect alignment. Serv-O-Lift Corp., 1205 Dorchester Ave., Dorchester 25, Mass.

more details circle #310 on mailing card

# Iunior 120 Deionizer Has Removable Resin Bags

Up to 120 gallons of deionized water per hour is manufactured in the compact new



Junior 120 deionizer. Ion exchange resin bags are lifted out when exhausted and substituted for factory regenerated re-fills. The stainless steel deionizer hooks into the water supply line to furnish de-mineralized water under line pressure, sufficient for areas where a large deionizer is not required. Elgin Softener Corp., Elgin, Ill.
For more details circle #311 on mailing card.



The FABRI-FORM Company, BYESVILLE 1, OHIO

# Side-Opening Receptacle for Indoor and Outdoor Use



A side-opening, chrome-plated door with rubber gasket which keeps contents dry when used outside, and a corrosionresistant finish to protect against weather conditions, are features of the new line of Bennett drop-in waste receptacles for indoor or outdoor use. The rubber-gasketed door also forms a tight fit to smother any fire which might start in the receptacle. The round top has no flat areas to gather dirt, thus facilitating maintenance

The round, galvanized, watertight and rustproof liners suitable for wet or dry waste have full swing handles for easy emptying. The waste receptacles are constructed of heavy furniture steel and are available finished in white or six colors. Bennett Mfg. Co., Inc., Alden, N.Y. For more details circle #312 on mailing car

# Spray Bottle and Measure Control for Glide Concentrated Cleaner

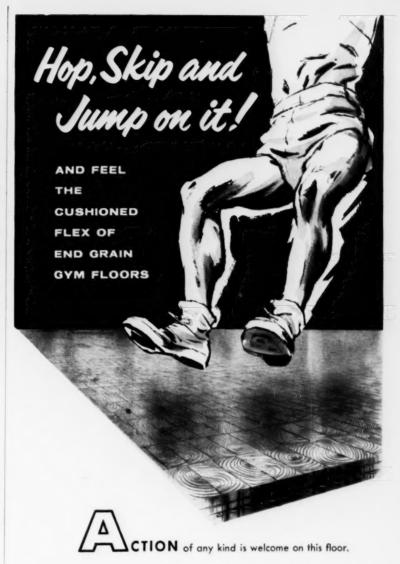
The non-inflammable concentrated cleaner, Glide, is now offered in Uni-Squirt dispensers. These plastic spot cleaning bottles and sprayers facilitate the use of the cleaner which removes grease, grime and soils of any kind without acid or abrasive action. It does not mar painted, aluminum or other finishes, and can be used on all kinds of flooring, walls and equipment in institutions for all cleaning. East Coast Soap Corp., 89 Coffey St., Brooklyn, 31, N.Y. For more details circle #313 on mailing card.

# Listening Center Kit Has Eight Headphones



Eight durable new Alnico magnet double headphones with six-foot cords are contained in the new Model LC-8A listening center kit. Designed to convert any Newcomb transcription player-P.A. system to a listening center, the kit has a connecting unit and a plywood compartmented Fabrikoid-covered case for storage and carrying. Newcomb Audio Products Co., 6824 Lexington, Hollywood 38, Calif.

(Continued on page 102)



Because of their high resiliency, Flexible Strip End Grain Wood Block Floors are actually kinder to the feet by lessening fatigue.

In addition to this highly desirable feature, these floors resist wear, stay new longer and require only a minimum of maintenance.

For long lasting floor beauty and resiliency, get all the facts . . . the better floor for gyms, multi-purpose rooms and school shops. Write today for installation data and specifications.

THE JENNISON-WRIGHT CORPORATION, TOLEDO 9, OHIO



FLEXIBLE STRIP END GRAIN FLOORS Laminated Wood Floors Have Cork Underlay

A cork and asphalt underlay is now used with Modernwood Cushion-Ply Laminated Block Floor Systems for maximum resiliency in gymnasium and other wood floors in schools. The Cushion-Ply laminated block flooring is made from high quality Carya Hicoria veneers, cross laminated and bonded with waterproof glue. Each block has a one-piece face and is tongued and grooved for strength, resiliency and attractive finished appearance. The blocks are available factory finished for use in classrooms, corridors, offices and similar areas. When installed in gymnasiums the floors are sanded and finished after installation. The Modernwood Co., Clinton, S.C. For more details circle #315 on mailing card

Folding Utility Truck Has Washable Cargo Bag



A washable canvas bag which hangs inside the frame by six brass grommets, fits

> PROFESSION-L BUSINESS PRACTICE

FURNITURE

into the new folding utility truck intro-duced by White. The lightweight unit is easily rolled in use, and the white 10-ounce duck bag can be closed by a drawstring for removal from the frame if desired. It has a capacity of five-bushels of waste. The truck folds to a compact four inches for storage and metallic parts are available in electro-galvanized or baked blue enamel finish. White Mop Wringer Co., Fultonville, N. Y.

For more details circle #316 on mailing card.

# **Lightweight Food Carriers** of Stainless Steel



Lightweight stainless steel food convevors, which can be lifted from the dolly for carrying up stairways, are sturdily constructed of stainless steel. The new Model ICP Series accommodates up to eight pans for hot or cold foods, is built to retain heat for hours, and provides hot food capacity to serve 100 or cold food for 200. Lincoln Mfg. Co., Inc., P. O. Box 2313, Fort Wayne, Ind.

For more details circle #317 on mailing card.

# Wheeled Kitchen Equipment **Facilitates Sanitation**

The "3-B" accessory for heavy duty Hotpoint kitchen equipment, such as fryers, ranges and ovens, is now available in an improved model to facilitate kitchen sani-



tation. The accessory is known as "3-B" because it permits thorough cleaning "Beneath, Between and Behind" each piece of equipment in the cooking bank. It gives mobility to the equipment by having swivel casters at the rear and rigid casters, with

brake, at the front.

Depressing the pedals set in the front legs transfers the weight of the device from legs to wheels, permitting easy rolling out of its position and back after the area has been cleaned. Overall heights of equip-ment with the "3-B" are the same as those with standard legs. Liquid and greasetight flexible conduit encloses electrical connections of equipment. "3-B" may be applied to equipment already installed. Hotpoint Co., 6201 W. Roosevelt Rd., Ber-

For more details circle #318 on mailing card.

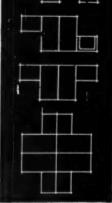
# The NEW WAY to TEACH Classes in 1 Room!



TYPING . SHORTHAND . BOOKKEEPING MACHINE PRACTICE . GENERAL BUSINESS

New functionally styled Cramer Profession-L school desks are the answer to the commercial teacher's prayer. You can teach all business courses in the same classroom. Typewriter units are specially constructed to completely eliminate machine movement and vibration. Profession-L Desks let you seat more students comfortably, efficiently . . with greater work area, at lower cost.

Use them with Cramer Student Posture Chairs that encourage correct posture habits, lessen fatigue. 3-way adjustment for seat height, back height, seat depth. Formed, natural plywood seat.











ale Model Layout Sheets and

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Write for Complete Details CRAMER POSTURE CHAIR CO. INC., 623 ADAMS, DEPT. NS-7, KANSAS CITY, KANSAS

# **Double-Face Coat Rack** in 12 and 24 Capacity



Two sizes are available in the new double-face coat rack introduced by Lyon. It supplements the complete line of singleface and wall type coat racks manufactured by the company. Current single-face racks can be readily converted to double-face with a low-cost conversion package recently developed. The racks are available in 12 and 24 capacity models, with polished hardwood hangers. The cantilever type shelves are supported by formed square tubular uprights and shelves are slotted for free circulation of air. Lyon Metal Products, Inc., Aurora, Ill.

For more details circle =319 on mailing card

## **Low-Cost Maintenance Paint Holds Color and Gloss**

Durawear Maintenance Paint is an inexpensive maintenance paint with excellent hiding properties plus color and gloss retention. It gives extra protection to surfaces over long periods, making it practical for window sash and trim, wall surfaces, storage tanks and other areas indoors or out where paint protection is indicated. Valdura Durawear has a linseed oil modified alkyd vehicle with excellent brushability. It is recommended by the manufacturer for use on steel, wood and masonry surfaces and is available in red, gray, black and two shades of green. American-Marietta Co., 101 E. Ontario, Chicago 11. For more details circle #320 on mailing card.

# Stereo Clobe Has Accurate Raised Relief

Accurate raised relief on the surface of the Stereo Relief Globe gives realism to topographical study. The 12-inch globe has three dimensional sculpture of mountains,



hills, plains and plateaus and the hand painting of tone and shade includes a swirling technic to illustrate the flow and direction of ocean currents. The new globe has two new mountings and is economical in price. Replogle Globes, Inc., 1901 N. Narragansett Ave., Chicago 39.

(Continued on page 103)

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Adaptable to all types of occupancy and for installation on the interior as well as the exterior.

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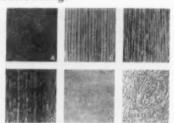
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<ul> <li>Mail copy of new catalog.</li> <li>Have fire escape engineer call with no obligation.</li> </ul>
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City

Disposable Cartridges Have Plastic Casings

Inert durable plastic now forms the casing, top and bottom caps, and grids for the disposable cartridges used in the Barnstead Bantam Demineralizer. The possibility of rusting and metallic contamination are eliminated and the color-coded cartridges come in the standard layer-type and mixedbed high purity-type. Oxygen removal and organic removal cartridges, as well as cartridges charged with cation resin only are also available in plastic. Barnstead Still & Sterilizer Co., Lanesville Terrace, Boston 31, Mass.

For more details circle #322 on mailing card.

**Folding Partitions** in Five Facings



Haws Electric-Hydraulic Folding Partitions, originally available only with embossed aluminum skin over hardboard, are now offered with five new types of facings. Designed to meet requirements for a greater variety of finishes, they also adapt the partitions to the varying school budget ranges. The aluminum facing is still availrial which is durable and attractive.

The new facings include wood grain lithographed hardboard in authentic wood patterns and colors; Marlite plastic laminated hardboard in a variety of wood patterns; plain hardboard which can be painted to match interior decor; vinyl covered hardboard in many patterns and textures, and plywood in any grain specified. The new facings withstand hard usage and are installed over the lightweight, tough fibrous honeycomb core of Haws partitions. Robert Haws Co., 15722 Telegraph Rd., Detroit 39, Mich.

For more details circle #323 on mailing card.

Water Flow Control Operates Automatically

The Autoflo water flow control is designed to eliminate the needless waste of water from shower heads and other fixtures. It is installed right in the water line, cutting water heating costs and water usage by controlling the flow, regardless of line pressures. It is designed for use in multiple water-fixture installations such as schools and other institutions. Speakman Co., 30th & Spruce, Wilmington 99, Del. For more details circle #324 on mailing card.

Midgetape Recorder Is Virtually Pocket-Sized

The battery-operated Midgetape Recorder is a voice recorder which can be used any place. The conference pick-up permits its use for conferences or group meetings, it can be used for recording in-

able as a desirable maintenance-free mate- terviews or special discussions and for other needs. It can also be used in a car, to



save note-taking on inspection tours or special trips, for special dictation and for many other uses. Tape speed is 1% inches per second and the Midgetape is equipped with tape cartridges providing an hour or one-and-a-half hours recording time, and a 12-hour battery. Thomas A. Edison Industries, McGraw-Edison Co., West Orange, N.J.

ore details circle #325 on mailing card

21 Models Added

to Emergency Power Plant Line

Both gasoline and Diesel driven models are among the 21 added to the Onan line of emergency electric power plants. The new models will produce from one to 200 kilowatts of power each, depending upon the model, providing a wide choice of standby power for every need. The largest new gasoline units in the line now provide 150 kilowatts while the largest Diesel unit will produce 200 kilowatts.

Eight new high capacity plants are available in the line of Onan Diesel electric plants. They are designed to meet the needs for auxiliary Diesel emergency electric power in schools and other institutions where dependable standby power is vital to continuous operation. The new Diesel driven plants have the necessary power to operate essential electrical loads such as automatic heating systems, air conditioners, teaching equipment, communications systems, motors and lights for as long as services are required. D. W. Onan & Sons Inc., 2515 University Ave, Minneapolis 14, Minn. For more details circle #326 on mailing card.

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**Acoustical Lay-in Panels** Have Honeycomb Cells



Steel panels, laminated with honeycomb cells filled with an absorbing element, form the new Sound-Seal. The acoustical lay-in type paneling is designed for installation as a barrier against the transmission of annoving sound from room to room, over ceilingheight, movable wall partitions. It is highly flexible and can be designed to fit many modular building requirements. Regardless of size, Sound-Seal panels form a flat even surface, due to their rigidity. Acoustics Mfg. Corp., 17210 Gable, Detroit 12, Mich.

For additional information, use postcard facing Cover 3.

# Movable Interior Partitions Have Single Modular Framing



A single modular framing system to which can be attached a variety of paneling forms the core of the new Penn Metal Movable Interior Partition system. Although designed for permanence, the partitions can be dismantled and relocated without damage to any of the parts. Paneling includes steel with baked-enamel finishes in a variety of colors, hardwood panels, unpainted plywood, and gypsum wallboard.

The Permalock stud, which has an attachment groove into which the vertical edges of the panels are snapped, is the principal unit of the partition framing. The studs are supported by stud adjusters that act as leveling devices to provide horizontal partition lines regardless of floor irregularities. The hollow center of the partition will carry wiring and the partition system has all necessary accessories, in-

cluding doors, glass and hardware. Penn Metal Co., 40 Central St., Boston 9, Mass.

# Relief Globe and Map Are Plastic-Finished

Low cost and maximum usefulness are combined in the new Bro-Dart Geo-Physical Relief Globe and Raised Relief Map. These multi-purpose classroom tools for all age groups and study levels can be painted with washable paints or marked with crayons, then cleaned for the next use. The globe is without artificial labels or symbols, permitting its use for any geo-



physical studies. It comes in a kit consisting of the 12-inch globe, wire base, set of Liquid Tempera Paints with brushes, and an illustrated Teachers' Guide. The low-cost relief map is available with no printing, with state boundaries only, or with state boundaries, names, capitals and selected key cities named. It is pressure formed of material that will stand hard usage and is 20 by 30 inches in size, permitting two or three pupils to work together at one map. Bro-Dart Industries, 59 E. Alpine St., Newark 5, N. J.

For more details circle #329 on mailing card.

# Unimasco Line Marker Is Highly Maneuverable

All kinds of marking paint are usable in the new line marking unit recently introduced. Designed specifically for school use, the marker is light in weight, highly



maneuverable and may also be used as a portable spray rig. The three h.p. engine and 5½ cubic foot compressor ensure ample air supply to mark off play ground areas, tennis courts and even football fields and track areas, as well as gymnasiums. It has a 2½-gallon capacity and up to 15,-000 feet of line may be painted in an hour. Unimasco, Inc., 436 W. Redondo Beach Blvd., Gardena, Calif.

or more details circle #330 on mailing card.
(Continued on page 106)



# 13'10" TABLES and BENCHES QUICK USE FAST CLEARANCE



STORED IN A STEEL
WALL CABINET
EASY TO ROLL OUT
OR LOCK BACK IN
SIMPLE OPERATION

# Mitchell TABLES and FOLDOLLED BENCHES Doubler

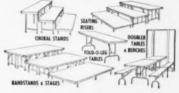


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Tables and benches are separate units that can be kept attached to cabinet for quick lunches, arts and crafts, etc., or rolled free for banquets, games and other activities where tables are needed. Choice of top materials in many patterns and tolors.

# A COMPLETE LINE OF SPACE-SAVING, PORTABLE, MULTIPLE-USE EQUIPMENT



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# From Alaska to Key West - Maine to Hawaii



Schools are adopting Wheelits to transport and project their audio-visual equipment. Wheelits are preferred because of their outstanding features . . ease of

preferred because of their outstanding features . . ease of maneuvering and non-vibrating platforms. Easy to steer around corners, up or down stairs.

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carry it.

Folding or nonfolding models. Rugged construction with steel frames. Heavy straps

Heavy straps
to secure
loads.
Attractive fin-

WHEELITS were the 49 to 1 choice of California visual education co-ordinators of the makes.

See your nearest audio-visual

GRUBER PRODUCTS CO.
Dept. NS Toledo 6, Ohio

# Mobile Classroom Cabinets in Honor Line of Equipment

Stackable to four or six-tier heights, the Honor line of Classroom Cabinets is con-



structed of steel with plastic tops. They are available open or with steel sliding doors, the four available door sizes giving extreme flexibility. Mobile units roll easily on sheperd casters but the cabinets may also be had with steel legs or a sturdy sanitary base. The cabinets have door panels in blue, yellow, coral, spruce, sandalwood or gray. H-O-N Co., Muscatine, Iowa.

For more details circle #331 on mailing card.

### Flame-Retardant Paint Is Smokeless and Non-Toxic

A new fire-retardant paint known as Saf ("stops all fires") is described by the manufacturer as producing a chemically treated, protective mat which stops the progress of flames and prevents burning of the surface beneath the Saf paint. Reported to have a flame spreading rating of 10 for two coats, one of flat and one of interior gloss, by Underwriters Laboratories, the paint is smokeless, non-flammable and non-toxic. It holds back the spread and penetration of intense heat, protecting building structures. Saf can be applied by brush, roller or spray methods. Alim Corporation, 11 Park Place, New York 7.

For more details circle #332 on mailing card.

### Complete Meals Available in Machines

Automatic service of hot foods, including complete "hot platter" units, is pos-



sible with the new food dispensing machines recently introduced. One food dispensing machine cooks 50 meals at a time in aluminum containers, then dispenses them individually. Other choices possible in the new machines include a cold buffet, bulk milk and one or two coffee, tea and hot chocolate combinations.

The coin-operated machines can be installed in banks for supplying meals with minimum effort. All containers, trays and eating utensils in the machines are disposable. Hot platters can be made available in many combinations and service is quick and efficient. Refrigeration is built

into the new machines which are easily and quickly cleaned. Each unit is uniform in size for neat arrangements and minimum space requirements in installations. Rudd-Melikian, Inc., Hatboro, Pa.

For more details circle #333 on mailing card.

# **Butlerib Metal Panels** for Wall and Roof Covering

A new corrugated steel or aluminum panel three feet wide, which nests into position for wall and roof covering in institutional construction, is known as Butlerib. The panels are available in lengths up to 32 feet, permitting speed and economy in construction. The Butlerib pattern of deep and shallow corrugations creates shadow



lines which give an attractive exterior with strength, rigidity and weather tightness. Butler Mfg. Co., 7400 E. 13th St., Kansas City 26. Mo.

For more details circle #334 on mailing card





# Wood-Grain Plateboard Is Low-Cost Surfacing Material

Low cost and luxurious appearance are features of the new paneling material



known as Wood-Grain Plateboard. The improved hardwood, available in both smooth-one-side and smooth-two-s i des types, is available in oak or walnut grain, patterned in Random, Verti and Blok scoring. Also available with a smooth surface with exceptional paintability, the improved Plateboard is manufactured by a process which achieves a close tolerance and precise adherence to specifications. Abitibi Corp., Penobscot Bldg., Detroit 26, Mich. For more details circle #335 on mailing card.

# Disposable Cleaning Cloths in Handy Dispensing Package

A white, glassene-lined bag containing 50 folded Masslinn Cleaning Cloths in the 24-inch square size is now available for institutional use. The chemically treated disposable cloths for easy dusting and polishing without back-tracking are efficiently dispensed from the handy new package. The disposable cloths may also be used with the Masslin Sweeping Tool. Chicopee Mills, Inc., Non-Woven Fabrics Div., 47 Worth St., New York 13.

For more details circle #336 on mailing card

# Mobile Carrier Stores and Dispenses Dishes

The Model G5S Genraline Dispenser is a mobile unit for the sanitary storing, trans-



porting and dispensing of dishes. Strength and durability are built into the chromium plated tubular steel frame.

The new model is completely enclosed with optional features including chromium ing rubber which roll along walls and doors to prevent damage, and heavy duty casters. It is 23 inches long, 19½ inches wide and 56½ inches high over all. W. H. Frick, Inc., Dispensator Div., 704 Citizens Bldg., Cleveland 14, Ohio.

For more details circle #337 on mailing card.

# Tractor-Drawn Grass Edger Saves Time and Labor

A high-speed, tractor-drawn grass edger that keeps lawn edges neat is available in the newly-developed, heavy duty Kurb-Dresser. It will groom up to 80 miles of wet or dry turf per day at speeds up to 15 miles per hour. It will easily slice through a four-inch soil build-up or trim random grass runners, overlying curbs, sidewalks, driveways and other areas.

The Kurb-Dresser fits any three-pointhitch tractor and operates from street or turf areas. It automatically locates the curb edge and holds a straight course, even when the tractor path deviates several inches. One unskilled worker can keep miles of curb and sidewalk edges neat and clean with the easily operated machine, and the non-spinning cutting blade safeguards operator and bystanders against flying debris. The Kurb-Dresser sells at an econom-



ical price and pays for itself in a short time in man-hours and labor saved. K-D Manufacturing Co., Cleburne, Texas.

For more details circle #338 on mailing card (Continued on page 109)



# STUDY UNITED FEATURES FOR "GRADE A" INVESTMENT!



Your budget requires long-term value for every dollar allocated — products must stand up for years. The next time you consider waste receptacles, remember this: United units withstood 100° sizzlers, snowstorms, scuffing and use by a multi-million New York City populace for over 20 years — and simply needed one coat of paint to look brand new! Let sturdy United units give sanitation help to your schools, colleges, institutions, and municipality. Catalog on request.

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in

# for September -

# a detailed editorial study of

# BUSINESS EDUCATION TO MEET THE NEEDS OF BUSINESS

For many thousands for whom public secondary schools will provide terminal education, these schools must provide education and training for competence in the modern technics of mechanized business procedures.

For the first time in a magazine of school administration, The Nation's Schools for September will explore the whole field of mechanized business office procedures — the objectives of business, the training program and curriculum, the faculty, the business education environment, the machines and equipment, work programs and correlation between school and business.

Nearly all readers of The NATION'S SCHOOLS are keenly aware of this problem and a great majority have programs in the planning stage or in operation. This special September feature will enable all school administrators to measure business educational programs in their own schools in the light of the current panorama of progress.



# Literature and Services

· Ideas for architects, administrators and other school planners are presented in Catalog No. 600, a new eight-page bulletin on the "FoldeR-Way" Folding Partition available from Richards-Wilcox Mfg. Co., Aurora, Ill. Designed to help answer the problem of how to accommodate more pupils at the least cost, the catalog employs drawings and photographs to illustrate the points discussed.

For more details circle #339 on mailing card.

• The 1959 NAVA Membership List and Trade Directory is now available from the National Audio-Visual Assn., Inc., Fairfax, Va. Information includes some 452 dealers by geographical location, coded to show where the user can find each of 15 types of audio-visual equipment for rental, projection service or equipment repairs as well as other details helpful to users of audiovisual equipment and supplies.
For more details circle #340 on mailing card.

• Bulletin No. 48 illustrates and describes the various models of Logan Emergency Eye, Nose and Mouth Wash Fountains manufactured by Logan Emergency Showers, Inc., P.O. Box 111, Glendale, Calif.

For more details circle #341 on mailing card.

• The use of Bol-Tabs to prevent rust and other discoloration of toilet bowls during the periods of dis-use during the summer is discussed in a leaflet available from Horizon Industries, 400 Upper Midwest Bldg., Minneapolis 1, Minn.

For more details circle #342 on mailing card.

• "Sonneborn Building Savers" for maintenance, construction and restoration are the subject of a four-page brochure available from L. Sonneborn Sons, Inc., 404 Fourth Ave., New York 16. Subjects described in the bulletin include products for floor treatment, water and dampproofing, roof coating, and paints and protective

coatings.

For more details circle #343 on mailing card.

· A handbook designed to be used with the nine teaching materials films produced by Indiana University, Bloomington, Ind., is available from the Audio-Visual Center of the university at a price of \$2. Entitled "A Guide for Use Wi.h the Indiana University Film Series in the Area of Preparation and Use of Audio-Visual Instructional Materials," the book is illustrated with drawings, is based on the technics taught and developed by Harvey Frye in his courses on the preparation of inexpensive teaching materials, and is complete in itself so that all or any part can be used for instruction or reference.

For more details circle #344 on mailing card.

• Luxtrol Automatic Light Control Systems are the subject of Bulletin L159A prepared by The Superior Electric Co., Bristol, Conn. The 28-page booklet discusses the right light for classrooms and other areas, elements to be considered in making lighting calculations, and how Luxtrol Automatic Light Control Systems make the right light possible. Charts, line drawings and photographs are used to illustrate comprehensive data presented in the bulletin.
For more details circle #345 on mailing card.

· The versatility, flexibility, durability, safety and economy of wood construction for schools are some of the subjects discussed in a 16-page brochure available from the National Lumber Manufacturers Assn., 1319 Eighteenth St., N.W., Washington 6, D.C. Written in editorial style and illustrated with actual photographs of attractive modern schools constructed of wood, the booklet, entitled "Environment for Learning," contains much thought-provoking information for school planners and architects.

For more details circle #346 on mailing card.

· A 32-page catalog of "Steelcase Files," printed in full color, is available from Steelcase Inc., 1120 36th St., Grand Rapids, Mich. Data on file cabinets and storage cabinets of varying heights and sizes, filing helps available, and details of construction are included.

For more details circle #347 on mailing card

· An attractive 24-page booklet on "Modular School Design' is available from Ma-comber, Inc., 1925 10th St., Canton 5, Ohio. The booklet was written by Ronald S. Senseman, Architect, and contains drawings, sketches and building and room layouts illustrating the modular system, with brief information on the V-Lok custom designed structural system utilizing standard framing members to lower construction

For more details circle #348 on mailing card.

• "Mahon Aluminum Roll-Up Walls for Gymnasiums, Auditoriums and Natatoriums" are the subject of a four-page folder offered by The R. C. Mahon Co., East 8-Mile Rd., Detroit 34, Mich. Photographs and line drawings illustrate the advantages of the roll-up type walls.

For more details circle #349 on mailing card.

· A 12-page color brochure on the use of magnetic recording tape as a dictating medium is available from the Business Equipment Div., DeJur-Amsco Corp., 45-01 Northern Blvd., Long Island City 1, N.Y. Entitled "How to Measure Time With Tape," the booklet discusses the various possible uses for tape dictation.

For more details circle #350 on mai

• Coin handling equipment is the subject of Catalog No. 2058 issued by Block & Co., Inc., 350 W. Ontario St., Chicago 10. Storage equipment, color-coding for quick identification and materials for simplified handling are described and illustrated in the 36-page booklet.

ore details circle #351 on mailing card

· A new unit of supplementary teaching aids for intermediate grade teachers is available from the Better Light Better Sight Bureau, 750 Third Ave., New York 17. The non-profit organization presents new materials designed to develop intelligent habits in the care of the eves and in the use of light for easy seeing. Entitled "The Story of Light and Sight," the material includes a 32-page Student Activity booklet, a Teachers' Manual and the NEA Handbook, "Teaching About Light and

For more details circle #352 on mailing card (Continued on page 110)

# HOORAY! IT REALLY WORKS!



# He's shouting for joy about Holcomb's new WAX STRIPPER

. . . amazing scientific discovery from Holcomb Research. Penetrates, softens, emulsifies built-up layers of old, hard wax - FAST! Absolutely safe for floors. Try it. It's terrific!

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• Detailed information on stainless steel sheet and its commercial uses is given in a new 36-page "Microrold Stainless Steel Handbook" available from Washington Steel Corp., Washington, Pa.
For more details circle #353 on mailing card

· A Handbook of Administrative Methods is available from Remington Rand Div., Sperry Rand Corp., 315 Fourth Ave., New York 10. Entitled "School Administration Records and Equipment," the handbook describes the many aspects of Remington Rand's ability to provide systems, machines, equipment and supplies to create, house, preserve, control, process and interpret records for the efficient functioning of a modern school.

For more details circle #354 on mailing card.

• "Modern Fire Protection for Schools, Churches, Hospitals and other Institutions is the title of a new brochure published by American LaFrance, Institutional Fire Safety Dept., Elmira, N. Y. The booklet is offered to institutional management personnel as a public service by American La-France, long-time manufacturers of fire protection equipment. It describes hazardous spots in institutional buildings and shows the type and size of portable fire extinguishers best suited for protection. For more details circle #355 on mailing card.

· "Handling School Refrigeration Systems" during the summer months when schools are shut-down is the topic of a new bulletin available from Koch Refrigerators, 401 Funston Rd., Kansas City, Kan.

For more details circle #356 on mailing card

# Film Releases

"Plan For Learning," a 27-minute, 16mm sound motion picture in color, produced with the cooperation of the A.A.S.A. and A.I.A. The film describes a system of procedure for use by administrators and communities faced with the problems of classroom shortage. Typical situations are used as illustrations and the key role occupied by the administrator is stressed as well as the importance of the architect in the solution of the problem. United States Steel Corp., Film Distribution Center, 525 William Penn Place, Pittsburgh 31, Pa.

For more details circle #357 or

"Rise of the Roman Empire," "Decline of the Roman Empire," "Germany: Feudal States to Unification," "Westward Growth of Our Nation," "Geography of South America: Five Northern Countries," "Part-nerships Among Plants and Animals," "The Human Body: Reproductive System, Greece: The Land and the People, ish Colonial Family of the Southwest, Communication in the Modern World, Boats: Buoyaney, Stability, Propulsion and "Beginning Responsibility: Books and Their Care," all teaching films, approximately one reel each, sound, color or black and white. Coronet Films, 65 E. South Water St., Chicago 1.

For more details circle #358 on mailing card.

The Appreciation of Pictures," series of filmstrips as an elementary introduction to the general principles governing the appreciation of pictorial art, produced in England and covering "The Artist's Language," "The Artist's Mediums," "The Content of Art," "Religious Art," "Idealism," Realism" and "Modern Art," includes filmstrips averaging 32 frames each, lecture notes, introduction to the series, hand list of books and index to the painters and their included works. Stanley Bowmar Co., Inc., Valhalla, N.Y.

For more details circle #359 on mailing card

"Heat, Light and Sound," seven color filmstrips for later elementary and junior high school science classes, each followed by a review and quiz section. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

For more details circle #360 on mailing card.

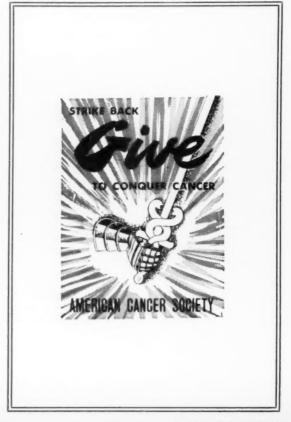
# Suppliers' News

Central Scientific Co., 1700 Irving Pk. Blvd., Chicago 13, announces it will handle non-military nationwide distribution of the MITAC gyroscope as a space age teaching aid for classroom use.

Royal Metal Mfg. Co., 1 Park Ave., New York 16, manufacturer of institutional furniture, announces the purchase of the Arnot Furniture Division of Aetna Steel Products Corp., manufacturing a line of modular office furniture and partitions.

Smitheraft Corporation is the new corporate name of Smithcraft Lighting, Chelsea, Mass., manufacturer of lighting equip-ment. The old corporate name of A. L. Smith Iron Co. is being discarded. Corporate ownership and management remain the same, according to the announcement.





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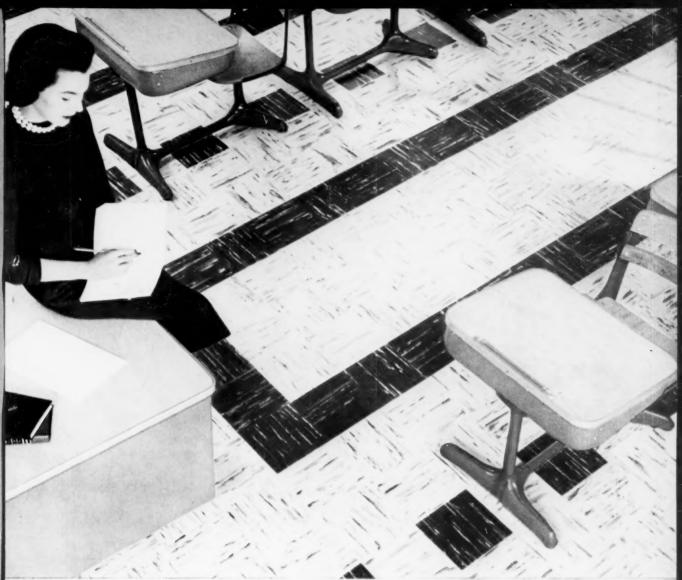
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School furniture by courtesy of American Seating Company, Grand Rapids, Michigan.

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# keeps its first-day beauty... reduces maintenance costs up to 50%

You can make school interiors more cheerful and attractive with Johns-Manville Terraflex Vinyl Asbestos Tile. At the same time you can radically reduce maintenance costs.

Actual on-the-job figures show J-M Terraflex Tile cuts floor maintenance as much as 50%, when compared with the next-best resilient type flooring.

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Terraflex Tile will outwear other types of resilient floorings of the same thickness two to one. It resists muddy tracks, chalk dust, grease, oils, alkaline moisture and mild acid solutions.

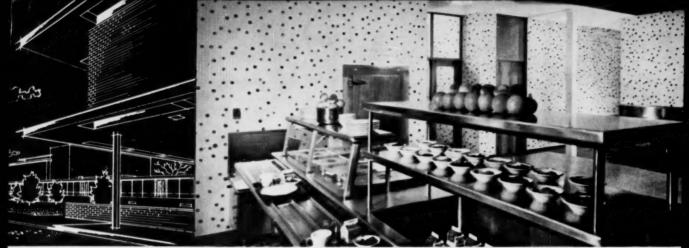
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For complete information and color charts, write to: Johns-Manville, Box 158, New York 16, N. Y.

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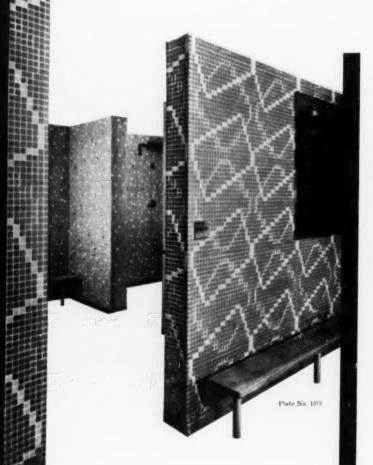
Decorative wall treatment at Greenfield High School makes use of Romany-Spartan ceramic mosaics—glazed spatter pattern in cafeteria — unglazed spatter and custom design in shower room.

Plate No. 1078

# Save construction dollars...reduce maintenance, too...

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Dollar for dollar you just can't beat famous Romany-Spartan ceramic tile as a finish for walls and floors. Why? It's extra hard because it's fired at higher temperature. Glazes are thicker and colors more accurately controlled. And only Romany-Spartan gives you "Level-Set", a precisely-sized 4½" square glazed wall tile. Combined with new setting methods this means faster installation... lower initial cost. And because it's highly resistant to damage—stays sparkling new looking with minimum maintenance—Romany-Spartan gives you lowest lifetime cost.

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